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ABSTRACT

Missouri's vocational education delivery system provided a full range of programs, services, and activities for students in secondary, postsecondary, and adult institutions during fiscal year 1993. Some highlights of these activities are the following: (1) the system was composed of 418 local education agencies (LEAs), including 397 comprehensive high school districts, 12 community colleges; 7 four-year institutions, and 2 state agencies; (2) these LEAs offered coursework in six major occupational areas, including 175 subareas; (3) one of the major components of the delivery system is a network of 57 area vocational schools, strategically located throughout the state; (4) in FY 1993, more than $22 million federal, $36 million state, and $71 million local funds were expended to support vocational education; (5) enrollment in vocational education programs included 116,427 secondary students, 66,816 postsecondary students, and 103,139 adults; (6) 84 percent of the students who were seeking employment were placed; and (7) specialized programs and services included 48 centers for high risk students, a system of industry-customized training, a network of 7 regional and 2 metropolitan centers providing a comprehensive program of services for single parents and displaced homemakers, and 21 formal assessment centers to serve students with disabilities and disadvantaged students. (This annual report presents activities and outcomes by titles, parts, and sections of the Adult Education Act and contains 25 tables that report the statistical data on enrollments, vocational follow-up activities, gender-based enrollment, and funding for the vocational education programs in Missouri.) (KC)

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MISSOURI VOCATIONAL EDUCATION ANNUAL PERFORMANCE REPORT 1993

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VOCATIONAL EDUCATION
ANNUAL
PERFORMANCE REPORT

FISCAL YEAR 1993

DECEMBER, 1993

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DIVISION OF VOCATIONAL AND ADULT EDUCATION

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PREFACE

Missouri's vocational education delivery system provided a full-range of programs, services, and activities for individuals attending secondary and postsecondary/adult institutions during FY 1993. The system was comprised of 418 local education agencies. These local education agencies included 397 comprehensive high school districts (53 with area vocational schools), 12 community college districts (4 with area vocational schools), 7 four-year institutions, and 2 state agencies. These local education agencies offered course-work in Agricultural Education, Business Education, Health Occupations Education, Home Economics Education, Marketing and Cooperative Education, and Industrial Education. The course-work in these major occupational areas included more than 175 sub-areas as identified by the National Center for Education Statistics, "Classification of Instructional Programs".

One of the major components of the delivery system is a network of 57 area vocational schools. This network provides an economical source of instruction which was available to the citizens within each area vocational school's service delivery area. The area vocational schools are strategically located throughout the state to provide specialized skill training for almost every geographic location. Ninety-five percent (95%) of the state's citizens reside within 25 minutes of an area vocational school.

In FY 1993, $22,282,752 federal, $36,697,697 state, and $71,604,384 local funds were expended to support vocational education programs, services, and activities. Enrollment in vocational education programs included 116,427 secondary students, 66,816 postsecondary students, and 103,139 adults. Sixty-three and nine-tenths percent (63.9%) of individuals who exited vocational education course-work in FY 1992 were available for employment, 2.2 percent were unavailable for employment, 30.2 percent continued their education and 3.7 percent enlisted in the armed forces of the United States. Eighty-four percent (84%) of the students who were seeking gainful employment were employed/placed.

Specialized programs and services were operated within the delivery system to meet state-level priorities for vocational education and economic development. Some of these specialized programs and services included:

1. Forty-eight (48) "at-risk" student centers, within the area vocational school network, provided specialized instruction to meet the needs of secondary students and adults who have been identified as being "at-risk". These centers combined academic instruction, vocational instruction, intensive counseling, and supportive services designed to enable these individuals to successfully complete their schooling. During FY 1993, 2,840 "at-risk" students were enrolled in the programs provided by these centers.

2. A system of industry (customized) training provided specialized skill training to meet the training and retraining needs of business and industry through the state. This system was designed to enable a variety of local education agency and business/industry representatives to work cooperatively to provide funding for the skill training necessary to meet the workforce needs of new or expanding companies. Most of the state's industry (customized) training needs were centered in the two metropolitan areas of Kansas City and St. Louis. To facilitate the delivery of industry training in these two areas of the state, the two (2) high technology training resource centers were continued to coordinate the efforts of local education agencies and business/industry to develop specialized vocational skill training and retraining. During FY 1993, 39,043 employees were trained for 176 companies.

3. A network of seven (7) regional and two (2) metropolitan centers provided a comprehensive program of services for single parents and displaced homemakers within the state to obtain vocational training, and find and/or keep gainful employment. The role of the regional and metropolitan centers was to assist individuals who were facing unplanned economics changes in their family lives. The major purpose was to assist the single parent and displaced homemaker in planning careers that offer more job security, higher pay, and employment success. Specific services include assistance to identify a client's interests and skills, support services for finding solutions to clients' special concerns, and vocational training tuition assistance for qualified applicants. These regional and metropolitan centers offered career development services to those who were considering "nontraditional" job training. During FY 1993, these regional and metropolitan centers served at least 7,285 individuals with a variety of supportive services.

4. Twenty-one (21) formal assessment centers have been established in comprehensive high schools, area vocational schools and community colleges to provide enhanced services for students with disabilities and who are disadvantaged throughout the state. These centers evaluated student aptitude, interest, and ability in order to make the most appropriate placement of these students into vocational training programs and/or employment.

The Missouri vocational education delivery system provided the state's citizens and business/industrial community a mechanism to train a modern labor force and attract new and expanding business and industry. Its structure, scope, and organization has been diverse and extensive; yet flexible enough to meet the needs of individuals and the economic development needs of the business and industry community.

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PERFORMANCE STANDARDS AND CORE MEASURES

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ACCOMPLISHMENTS

On November 5, 1990, the Department appointed a 14 member Committee of Practitioners to assist the Department with the development of the statewide system of core standards and performance measures for vocational education. The committee membership consists of two (2) members representing each of the following interest groups: local education agencies, school administrators, vocational and special populations teachers, local boards of education, institutions of higher education, parents, and vocational education students.

Prior to the initial meeting of the Committee of Practitioners, an internal committee was formed to prepare a draft proposal of standards and measures of performance for vocational education.

The Committee of Practitioners met on two (2) occasions during the winter of FY 1992. During the first meeting, the committee members were oriented to their task of assisting the Department with the development of the statewide system of core standards and measures of performance, and to review and discuss the draft proposal of performance standards and measures prepared by the internal committee. The draft proposal contained numerous performance measures, specific standards, and adjustments; proposed implementation procedures; and positive and negative implications regarding each standard/measure. The Committee of Practitioners discussed each standard/measure, rejected several, determined that they should be grouped by type of program/service, and agreed to review the remaining standards/measures for a discussion and formal recommendation to the Department at another meeting.

During the second meeting of the Committee of Practitioners, the committee members discussed each of the revised performance standards and measures from their previous meeting. The committee made several suggestions for modification and implementation, and formally recommended the modified performance standards and measures for vocational education contained in Appendix C of this report. In addition, the committee discussed the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act regarding the review of Department rules, policies, and procedures governing the delivery of vocational education; and established this review and the implementation status of the performance standards/measures as the focus of their FY 1993 meetings.

Fiscal Year 1993 was determined by the Department to be the initial implementation year for the performance standards and measures for vocational education with full implementation to begin in FY 1994. Primarily, initial implementation focused upon operational assessments and base-line data collection to determine the general level of standard attainment for vocational education program operators.

During the annual summer inservice conference of the Missouri Vocational Association a preliminary explanation of the performance standards and measures was provided to one hundred thirteen (113) statewide vocational education administrators. This presentation was the first introduction of the standards to local program operators. During this meeting each standard and measure was explained and general information regarding implementation was given. Later, in October 1993, a meeting in conjunction with the Missouri Council of Vocational Administrators' Fall Conference was held to further explain the performance standards and measures implementation. Two hundred and five (205) vocational education administrators attended this meeting. During January, 1993, the Department conducted four (4) regional informational meetings regarding the implementation of the performance standards and measures for vocational education. These meetings had a combined attendance of one hundred twenty-seven (127) vocational education administrators and teachers.

Originally the performance standards and measures for vocational education were developed to apply to all vocational education programs operated within the state. However, when the final regulations for the Carl D. Perkins Vocational and Applied Technology Education Act were published, it was determined that the performance standards and measures would be applicable to vocational education programs that were supported by federal vocational education funds. However, for the most part, the federal vocational education funds were not utilized in direct support of vocational education programs. Most of the federal funds were utilized to support services and activities; therefore, the Department initiated a "General Rule" in order to provide guidance to local vocational education program operators in determining which vocational education programs would be implicated. This "General Rule" is included in Appendix C of this report.

In order to provide an explanation of the status for FY 1993 regarding the implementation of the performance standards and measures for vocational education, it will be necessary to explain the status of each of the standards individually.

PERFORMANCE STANDARDS FOR PREPARATORY VOCATIONAL EDUCATION PROGRAMS

STANDARD: I.1 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate attainment of basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

A. Secondary students will demonstrate mastery of ____ percent (%) of the key skills on the 10th grade Missouri Mastery and Achievement Test at the 12th grade.

B. Postsecondary students will demonstrate mastery of ____ (%) of the skills on an institutionally identified and Department approved academic assessment at the completion of a vocational education program of study.

STANDARD: I.2 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

A. Secondary students will demonstrate at least a ____ point scaled score gain between the 10th grade and the 12th grade on the 10th grade Missouri Mastery and Achievement Test.

B. Postsecondary students will demonstrate at least a ____ percent (%) gain between entry into and completion of a vocational education program of study on an institutionally identified and Department approved academic assessment instrument.

With regard to the secondary level of Standards I.1 and I.2, the Department contracted with the Center for Educational Assessment (CEA) at the University of Missouri-Columbia to initiate a statewide assessment of all 12th grade students enrolled in vocational education who have previously taken on the 10th grade Missouri Mastery and Achievement Test (MMAT). The assessment was done in February through March, 1993. The assessment measured student mastery of key skills and competencies in language arts, mathematics, science, and social studies. The data gathered from this assessment is currently being analyzed by CEA to make a recommendation as to the level of academic attainment and gain in order to finalize the establishment of these standards for secondary students.

With regard to the postsecondary level of Standards I.1 and I.2, the Department requested each institution to identify the assessment instrument to be used to measure academic attainment and gain of vocational education students, and to utilize these during the 1993-94 school year on a pre-test and post-test basis. The Department is currently analyzing preliminary data from several postsecondary programs to determine the appropriate level of academic attainment and gain to finalize the establishment of these standards for postsecondary students.

STANDARD: I.3 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate mastery of eighty percent (80%) of the essential occupational and employability skills necessary for entry-level employment as identified by the district/institution and approved by the Department.

To implement Standard I.3, the Department requested that each institution, with the assistance of local program advisory committee members, identify the essential occupational skills/competencies for each of the vocational education programs that are operated and forward the listings to the Department. Also, institutions were instructed to establish student mastery determination procedures and report student mastery of the identified essential occupational skills/competencies. Eighty-seven percent (87%) of the institutions were able to report student mastery at the end of the fiscal year. The remainder of the institutions were in the process of establishing student mastery tracking systems and will report student mastery at the end of FY 1994.

In addition, the Department is currently utilizing the essential skill listings forwarded by the institutions, with the assistance of thirty-five (35) statewide business/industry technical committees, to establish Department approved listings of essential occupational skills for each vocational education program. These listings are expected to be utilized during the 1994-95 school year.

STANDARD: I.4 The proportion of participation of individuals who are members of special populations groups in preparatory vocational education programs/courses is equal to or greater than the proportion of their membership in the relevant district/institution population.

Each institution provides a special populations report to the Department, as a part of the local application to access Title II, Part C distribution funds. These reports provide data regarding the number of "special population" individuals in the general population, as well as individuals enrolled in vocational education. Each institution provided this data for analysis to the Department for the 1992-93 school year.

STANDARD: I.5 The rate of placement of students who have enrolled in preparatory vocational education programs/courses into employment, further training/education or military service will be eighty-five percent (85%).

As a part of the Department's regular vocational education data collection activities, each institution reports the results of their annual placement follow-up activities. This data was submitted to the Department for analysis by all institutions.

PERFORMANCE STANDARDS FOR SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAMS

STANDARD: II.1 All vocational education students enrolled in a supplemental vocational education program/course will demonstrate mastery of eighty percent (80%) of the occupational skills identified by the district/institution.

Because of the Department's decision to restrict the application of the performance standards to those implicated by federal vocational education funding as indicated in the federal regulations, this standard would only be utilized if supplemental programs would benefit from federal vocational funding. Currently, supplemental vocational education programs do not benefit from federal vocational education funds.

PERFORMANCE STANDARDS FOR CORRECTIONS PROGRAMS

STANDARD III.1 The rate of placement of criminal offenders participating in corrections programs into employment or training for employment will be seventy percent (70%) within one hundred eighty (180) days after their release from incarceration.

Each of the correctional institutions were instructed by the Department to establish placement follow-up systems during FY 1993 to be able to report client placement data at the end of FY 1994. Currently, each of the correctional institutions have established these systems and are preparing to gather data to report to the Department.

PERFORMANCE STANDARDS FOR PROGRAMS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN, AND GIRLS/WOMEN AGES 14-25; AND PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION.

STANDARD: IV.1 A two percent (2%) annual increase in the number of participants being served will be achieved by programs for single parents, displaced homemakers, single pregnant women, and girls/women ages 14-25; and programs designed to eliminate sex bias and stereotyping in vocational education.

Each of the regional centers that have been funded with federal single parent or equity funds have established a computerized data system to provide the Department with the number of participants that are being served by their programs and services. This information has been forwarded to the Department for analysis by each of the regional centers.

PERFORMANCE STANDARDS FOR
COMMUNITY-BASED ORGANIZATION PROGRAMS

STANDARD: V.1 The rate of placement of clients into employment or training for employment will be seventy percent (70%) within ninety (90) days after conclusion of their participation in community-based organization programs/services.

Each of the community-based organization projects were instructed by the Department to establish placement follow-up systems during FY 1993 to be able to report client placement data at the end of FY 1994. Currently, each of the community-based organization projects have established these systems and are preparing to gather data to report to the Department.

PERFORMANCE STANDARDS FOR CONSUMER AND HOMEMAKING PROGRAMS

STANDARD: VI.1 The percentage of participation of secondary students enrolled in at least one Department approved consumer and homemaking course shall increase one percent (1%) annually at the local education agency (district) level.

Based upon the Department's decision to restrict the application of performance standards to vocational education programs supported by federal vocational education funds, only Department approved consumer and homemaking programs receiving Title II, Part B grants would be responsible for meeting this standard. The Department's current vocational education data collection system provides enrollment data on all Department approved vocational education programs, therefore, all institutions which have received grants have provided the appropriate enrollment data to the Department for analysis.

PERFORMANCE STANDARDS FOR TECH PREP EDUCATION

STANDARD VII.1 The annual retention rate of students continuing to participate in a tech-prep education program (two years at the secondary level plus two years at the postsecondary level) will be eighty percent (80%).

The Department has funded six (6) tech-prep education consortia through the use of Title III, Part E funds. These consortia were in the development stage and did not have students that have been identified as participants in tech-prep education during Fiscal Year 1993. Each tech-prep education consortia was instructed by the Department to establish student tracking systems to report student retention data to the Department. Currently, these systems are in place and as students are identified as being participants in tech prep education, the data will be reported to the Department for analysis.

The Department is currently in the process of establishing a data analysis and reporting system to be able to inform each institution of its achievement relating to each of the performance standards and measures for vocational education in order to establish base-line status. This system will allow for full implementation of the performance standards and measures during FY 1994.

SECONDARY, POSTSECONDARY, AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

TITLE II, PART C, SECTIONS 231-232

ACCOMPLISHMENTS

Missouri's vocational education delivery system provided a full-range of programs, services, and activities for individuals attending secondary and postsecondary/adult institutions during FY 1993. The system was comprised of 418 local education agencies (LEAs). These LEAs included 397 comprehensive high school districts (53 with area vocational schools), 12 community college districts (4 with area vocational schools), 7 four-year institutions, and 2 state agencies. These LEAs offered course-work in Agricultural Education, Business Education, Health Occupations Education, Home Economics Education, Marketing and Cooperative Education, and Industrial Education. The course-work in these major occupational areas included more than 175 sub-areas as identified by the National Center for Education Statistics, "Classification of Instructional Programs".

In FY 1993, $22,282,752 federal, $37,697,697 state, and $71,604,384 local funds were expended to support vocational education programs, services, and activities. Enrollment in vocational education programs included 116,427 secondary students, 66,816 postsecondary students, and 103,139 adults. Sixty-three and nine-tenths percent (63.9%) of individuals who exited vocational education course-work in FY 1992 were available for employment, 2.2 percent were unavailable for employment, 30.2 percent continued their education and 3.7 percent enlisted in the armed forces of the United States. Eighty-four percent (84%) of the students who were seeking gainful employment were employed/placed. Additional enrollment data is located in Appendix A, Tables I through XI, and placement data is located in Appendix B, Tables I through IV of this report.

The Missouri vocational education delivery system provided the state's citizens and business/industrial community a mechanism to train a modern labor force and attract new and expanding business and industry. Its structure, scope, and organization has been diverse and extensive; yet flexible enough to meet the needs of individuals and the economic development needs of the business and industry community.

Of the basic grant, a total of $15,493,648 was allocated to the 418 LEAs within the state, seventy percent (70%) ($10,949,688) to LEAs operating secondary vocational education programs and thirty percent (30%) ($4,543,960) to LEAs operating postsecondary/adult vocational education programs. Based upon the provisions of the Title II, Part C distribution, 17 postsecondary institutions met the minimum postsecondary distribution criteria and submitted continued local applications that were approved. Of the 17 approved local postsecondary applications, two (2) were from school districts operating significant adult vocational education

programs, one (1) was from a state technical college, 12 were from community college districts, and two (2) were from four-year institutions providing vocational education associate degree programs. None of the remaining postsecondary institutions that did not meet the minimum distribution criteria requested waivers. Of the 397 comprehensive high school districts that provide secondary vocational education, 293 did not meet the minimum secondary distribution criteria. All of the secondary LEAs that previously formed consortia during FY 1992 submitted continued local applications that were approved. No waiver requests were submitted by secondary LEAs. A total of 102 continued secondary local applications were approved; 53 consortia with school districts operating area vocational schools and other comprehensive high school districts, three (3) single school districts operating area vocational schools, eight (8) consortia of comprehensive high school districts, and 38 single comprehensive high school districts. Two (2) eligible comprehensive high school districts did not participate.

During FY 1993, a total of $14,990,352 Title II, Part B distribution funds was expended by eligible recipients with approved local applications, $10,462,922 secondary and $4,527,430 postsecondary. The expenditures focused upon the five (5) state goals for the use of federal funds delineated in the 1992-94 Missouri State Plan for Vocational Education. These goals are:

1. To increase the rate of participation of and the quality of supportive services for individuals who are members of special populations within the vocational education delivery system.

2. To increase and improve the quality of the integration of academic and vocational education throughout the vocational education delivery system.

3. To expand and improve the quality of training and retraining opportunities of secondary, postsecondary, and adult students, including special populations, commensurate with labor market demands.

4. To improve the quality of vocational education programs, through the improvement of vocational education curricula, instructional materials, and instructional equipment.

5. To improve the quality of a comprehensive system of guidance and placement services within the vocational education delivery system.

Of the total Title II, Part C distribution expenditures, $7,647,611 or fifty-one percent (51%) was expended for supportive services for individuals who are members of special populations. These expenditures related to the established state goal number one for vocational education. For further detail as to the specific services provided and the numbers of

individuals served, refer to the descriptions in sections "Special Populations" primarily; "Single Parent, Displaced Homemaker, and Single Pregnant Women"; and "Sex Equity Programs" in this report.

Of the total Title II, Part C distribution expenditures, $790,091 or five and three-tenths percent (5.3%) was expended for the integration of academic and vocational education. These expenditures related to the established state goal number two for vocational education. For further detail as to these integration activities and accomplishments, refer to section "Integrating Applied Academics Into Vocational Education" in this report.

Of the total Title II, Part C distribution expenditures, $4,236,452 or twenty-eight and three-tenths percent (28.3%) was expended for program improvement activities at the local level. These expenditures related to the established state goals number three and number four for vocational education. Within this category of expenditures, eligible recipients focused on four (4) major program improvement activities. These were curriculum modification, development and/or purchase (21.8%), professional development and inservice (39.8%), equipment upgrade (36.0%), and local evaluation efforts (2.4%). The program improvement activities were also supported by $2,484,635 of local expenditures which greatly enhanced the responsiveness and quality of the vocational education delivery system in Missouri.

Of the total Title II, Part C distribution expenditures, $1,845,115 or twelve and three-tenths percent (12.3%) was expended for guidance and placement services throughout the state. These expenditures related to the established state goal number five for vocational education. For further detail as to the accomplishments in this area, refer to section "Career Guidance and Counseling" of this report.

Of the total Title II, Part C distribution expenditures, $471,083 or three and one-tenth percent (3.1%) was expended for local administration purposes.

During FY 1993, the Department submitted an application to utilize the Supplementary State Grant funds made available by the Carl D. Perkins Vocational and Applied Technology Education Act. As prescribed by the Act, the Department allocated the $158,284 made available to the state to one hundred five (105) eligible recipients. A total of seventy (70) school districts applied for these funds and expended their allocations for a total of $133,423 or eighty-four percent (84%) of the amount available. The local school districts utilized these funds for curriculum development/modification activities ($4,751 or 3.5%), instructional facilities improvement activities ($25,562 or 19.2%), and instructional equipment ($103,110 or 77.3%).

During FY 1993, seventeen (17) secondary and six (6) postsecondary/adult new vocational education programs were established. In addition, thirty-five (35) secondary and six (6) postsecondary/adult programs were expanded

to provide for additional training as identified at the local level. In response to the need for improved and more closely aligned vocational education programming, LEAs closed eight (8) secondary vocational education programs. No postsecondary/adult programs were closed during FY 1993.

SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

TITLE II, PART B, SECTION 221

ACCOMPLISHMENTS

The total female enrollment decreased from FY 1992 to FY 1993 by 8,788--a five and four-tenths percent (5.4%) decrease overall. The actual female enrollment by level decreased one and five-tenths percent (1.5%) at the secondary level, five percent (5%) at the postsecondary level, and ten and one-tenth percent (10.1%) at the adult level as shown in Appendix D, Table I.

Overall vocational enrollment dropped from 303,011 to 286,427--a drop of 16,584, or a five and five-tenths percent (5.5%) decrease, but the percent of female enrollment to the total remained virtually the same, fifty-four percent (54%). Actual male enrollment decreased by 7,796, and actual female enrollment decreased by 8,788, but the total female population continues to outnumber the total male population in vocational education programs as shown in Appendix D, Table II.

Single parent/displaced homemaker and sex bias set-aside funds served 16,422 individuals, of whom 14,385 were females. Within the two programs, the performance standard to increase the number of participants being served by two percent (2%) was achieved by an increase of twenty-two percent (22%). This increase is attributed to a network of well established, quality programs highly coordinated with local community agencies.

The greatest number of females in the single parent/displaced homemaker population were served at the postsecondary and adult levels. Local education agencies served 8,535 single parents/displaced homemakers on the secondary, postsecondary and adult levels. This is a decrease from the FY 1992 total of 9,615. This is attributable to the continuous improvement and full implementation of the data collection activities across the state and the general drop in vocational enrollment for the year. The number of clients served in single parent/displaced homemaker programs at the secondary, postsecondary, and adult levels is shown in Appendix D, Table III.

The program of services for single parents and displaced homemakers included outreach activities, orientation assessment, evaluation, career decision-making and exploration, tuition, retention and support, follow-up and placement, transportation, and child care. Area vocational schools and community colleges expanded and supplemented the existing services through a planning process utilizing a planning guide at the beginning of the fiscal year. Objectives and activities were submitted by local education agencies operating area vocational schools and community colleges and approved for funding. During vocational education evaluation and/or

monitoring on-site visits, these plans were reviewed and the services provided were identified. Data were collected on the number of single parents and displaced homemakers provided services by the type of service provided, CIP Code, financial aid, and demographic characteristics. In addition, follow-up data are collected 180 days after the completion of the training year.

The services provided by category in relation to the total federal dollars expended for single parents and displaced homemakers are identified in Appendix D, Table IV. Of the total $1,431,436 expended, the service categories were: thirty-five and three-tenths percent (35.3%) certified staff salaries; twenty-two and five-tenths percent (22.5%) non-certified staff salaries; eighteen and four-tenths percent (18.4%) tuition; four-tenths percent (0.4%) child care services; four-tenths percent (0.4%) administration; and twenty-three and four-tenths percent (23.4%) other, including educational materials and transportation. The cost per participant or client was $167.71.

Forty percent (40%) of the set-aside funds were used to continue operation of a network of seven (7) regional centers by geographic area that provided comprehensive programs, services, and activities throughout the state for single parent and displaced homemaker populations. Through this network, the entire state of Missouri was geographically accessible to vocational education services to the single parent and displaced homemaker populations. Four (4) of the regional centers were housed in area vocational schools and three (3) were housed in community college districts.

Additional set-aside funds were provided for the two (2) large community college districts in Missouri--Metropolitan Community Colleges in Kansas City, and St. Louis County Community College District in St. Louis county. It should be noted that each district received funding nearly 60 percent more than the average amount received by the regional centers.

The seven regional centers and two metropolitan community college centers, the amounts of each award, and the number of individuals served are identified in Appendix E.

Requests for Proposals (RFPs) were issued and approved for a three year period pending funding in 1990. Funding categories for the second year were as follow:

Statewide Projects	-	Regional Centers	40%
		Resource Center/ Technical Assistance	3%
		Corrections	1%
		Standards & Measures	1%
District Proposals	-	Area Vocational Schools	27.5%
		Community Colleges	27.5%

Local education agency RFPs were awarded in the following categories to insure sufficient size, scope, and quality of programming:

Districts operating area vocational schools with adult long-term vocational education enrollment above 100 (13 funded),

Districts operating area vocational schools with adult long-term vocational education enrollment below 100 (36 funded),

Institutions with postsecondary and/or adult vocational education enrollment of 1,000 or above (10 funded), and

Institutions with postsecondary and/or adult vocational education enrollment of 25,000 or above (2 funded).

Some of the smaller local education agencies formed consortia with the regional centers to provide services for single parents, displaced homemakers, and single pregnant women who previously did not have services available to them because of a lack of staff and resources.

A statewide project was awarded funds as follows:

Name:	Project SERVE
Funding Agency:	University of Missouri-Columbia
Funding Level:	$4[illegible]741 (single parent/displaced homemaker) $60,992 (sex bias)
Contact Person:	Dr. Harley Schlichting
Project Objective:	Provide technical assistance and resources where Single Parent/Displaced Homemaker programs are conducted. Provide an RBBS Computer Bulletin Board, a computerized data software package, and a quarterly newsletter. Develop brochures, posters, and supplemental resources.

Technical assistance and professional development activities were planned and provided for statewide delivery, on a quarterly basis, to all funded full- and part-time coordinators and counselors. State guidelines have been established for certification of coordinators and counselors in single parent and displaced homemaker programs.

Professional affiliation with the administrative division of the Missouri Vocational Association was maintained. Approximately thirty-five (35) coordinators and counselors participated in association professional development activities during FY 1993.

Each regional center and special project submitted a quarterly and annual report of activities, including evaluation summaries. Monitoring activities of projects were also conducted quarterly by the Special Vocational Services section staff.

The availability of quality services provided by certificated vocational educators through the regional centers network and the provision of available program and service funds resulted in improved educational placements, as evidenced by the increased number of Individual Vocational Education Plans (IVEPs) and the selection of a quality vocational education program. The effectiveness of the assessment and orientation activities has resulted in an increased number of continuing clients. The provision of support services such as seminars on self-concept, relationship between family and work, career decision-making, study skills, etc. has significantly increased the retention rate. The continuous contact and interest exhibited by regional center staff for clients has also contributed to the increased retention rate.

The statewide model was used in all local education agencies at the client intake phase for gathering client demographic data and the determination of greatest need. The forms for this model are included in Appendix F and G. This computerized model was used as a component part of the software package for data collection. The clients were ranked by assigning points either manually or by computer. Regional center staff utilized portable computers for client intake in numerous locations.

This was the second year of a special project awarded to the Chillicothe Area Vocational School to serve forty (40) incarcerated women at both the Chillicothe Correctional facility and the area vocational school. The exploratory class, "High Tech Careers for Women," was offered twice within the facility and served thirty-seven (37) women. Eighteen (18) women enrolled in the course "Applied Academics" with a focus on computers and math taught at the Chillicothe Area Vocational School. Seven (7) enrolled in full-time vocational programs of agribusiness, carpentry, welding, and auto mechanics offered at the area vocational school. All women released from the correctional facility were placed in a related area. Forty (40) women received vocational testing and counseling. Activities were coordinated between the Superintendent and Education Supervisor of the Chillicothe Correctional Center, the Director of the Chillicothe Area Vocational-Technical School, and the Coordinator of the Regional Center for Single Parents, Displaced Homemakers, and Single Pregnant Women (New Perspectives, located at the Northwest MO Area Vocational-Technical School in Maryville). The funding level was $13,913.

In addition, FY 1993 was the fifth year for Missouri House Bill 1465, which provided state appropriated funds for tuition fee waivers for the training of homemakers who were in need of entering or re-entering paid employment. A total of $96,077 was spent for this program.

SEX EQUITY PROGRAMS

TITLE III, PART B, SECTION 222

ACCOMPLISHMENTS

During FY 1993, 7,887 students (6,338 secondary, 901 postsecondary, and 648 adults) received services provided by Sex Equity funds. The breakout, by level, is provided in Appendix H, Table I. Of the 7,887 students served, 5,966 were "nontraditional" females and girls/women ages 14-25; and 1,921 were "nontraditional" males. The performance standard to increase the number of participants being served annually by two percent (2%) was achieved by the sex equity programming. There was an increase of two hundred six percent (206%) within the three groups. The greatest number of increase occurred on the secondary level from 2,177 to 6,338. The postsecondary level declined from 1,005 to 901. The increase on the secondary level is attributed to the large number of nontraditional females and girls and women ages 14 to 25 who participate in the awareness of nontraditional occupations programming offered by satellite. The significant number of enrollees in programs nontraditional for their gender is identified in Appendix H, Tables II and III.

Requests for Proposals (RFPs) for the third year of funding were approved in the total of amount of $609,902. Categories to insure sufficient size, scope, and quality of vocational education programming were as follow:

Statewide Projects	
Resource Center/Technical Assistance	10%
Nontraditional Technical Assistance	7%
Nontraditional Satellite Program	10%
Standards and Measures Project	1%
Local Districts	
Area Vocational-Technical Schools	36%
Community Colleges	36%

With the addition of carryover money, it was possible to grant awards to 57 area vocational schools and community colleges, with a total amount expended of $624,775.

Four (4) small districts (Carthage, Lamar, Monett, Nevada) continued participation in a consortium with Franklin Technical School in Joplin to provide services that would not be able to be offered because of a lack of staff and resources.

The program of services in the sex equity area included outreach activities, orientation assessment, evaluation, career decision-making and exploration, tuition, retention and support, follow-up and placement, transportation, and child care. All area vocational schools and community colleges expanded and supplemented the existing services through a planning process which utilized a planning guide at the beginning of the fiscal year. Objectives and activities were submitted from all local education

agencies operating area vocational schools and community colleges, and were approved for funding. During the vocational education evaluation and/or monitoring on-site visits, these plans were reviewed and the types of services provided were identified. Data were collected on the number of "nontraditional" females and males, including girls and women ages 14 to 25; the types of services provided; CIP Code; financial aid; and demographic characteristics. Also, a follow-up is conducted 180 days after the end of the training year. The 1992 statewide follow-up data indicated the total nontraditional students placed were equal to or within one percentage point (87%-88%) of all exiters. This rate of placement is an indicator of excellent, quality programming with support services.

The services provided, by category, in relation to the total federal dollars expended for sex equity activities are identified in Appendix H, Table IV. Of the total $624,775 expended, the service categories were: thirteen and eight-tenths percent (13.8%) certificated staff salaries; fifteen and three-tenths percent (15.3%) non-certificated staff salaries; twenty-eight and two-tenths percent (28.2%) tuition; forty-one and five-tenths percent (41.5%) educational materials and transportation; nine-tenths percent (0.9%) administration; and two-tenths percent (0.2%) child care. The cost per participant or student was $79.22. It should be noted that tuition was restricted to males and females who enrolled in vocational education preparatory programs that were nontraditional for their gender.

CHANGING CHANNELS Live from Hollywood-Designing Your High Tech Future took place on February 22, 1993, highlighting applied communications curriculum and featuring women who work behind the scenes in the television and film industry as producers, directors, cinematographers, editors, writers, and other production positions. Linda Bloodworth-Thomason, a native of Poplar Bluff, Missouri, is the creator, executive producer and writer of the CBS series' Evening Shade, Designing Women, and Hearts Afire. Designing Your High Tech Future was done live from the set of Designing Women in Warner Brothers Studios in Hollywood, California. The one-hour teleconference also takes a moment to focus on a philanthropic organization Ms. Bloodworth-Thomason founded--Claudia Company. Claudia Company is located in Poplar Bluff, Missouri, and helps Southeast Missouri students and residents achieve educational and community service goals. The teleconference participants discuss how the television and film industry treats women who work behind the scenes in both production and executive positions, and explores the reason why glass ceilings do exist for women and how some women today must break the barriers in order to achieve higher paying, executive positions. It is explained that, fortunately, people with the right skills for the right job can find a job in the industry with less emphasis being placed on their gender. Students from Missouri and across the nation were given the opportunity to call in to ask Linda Bloodworth-Thomason questions and request information about high tech careers in the television and film industry. Clients and students were registered in 185 sites with 4,625 participants. CHANGING CHANNELS sent information and/or videotapes to seventeen (17) states. Through an

evaluation of the program, seventy-seven percent (77%) of the participants rated the program as excellent. The satellite teleconference has replaced a high road-mileage approach of presentations to high school females. Appendix I identifies the statewide sex bias and stereotyping projects.

Project ENTER (Educating for Nontraditional Employment Roles) was funded for the fourth year in FY 1993 at the University of Missouri-Columbia, Instructional Materials Laboratory. The program was funded as a statewide technical assistance and resource facility to area vocational schools and community colleges to expand services and accessibility for men and women entering occupational training in areas that are considered nontraditional for their gender, and to provide resources to business and industry. This project's objective is to develop an individualized assistance plan for "nontraditional" students in various vocational-technical programs across the state. Each plan provides direct information and networking, while promoting the student through the local media. "Nontraditional" students were marketed through community media, printed materials, exhibits, and resources at conferences; and through a speaker's directory. A "Breaking Tradition" award program was organized for the purpose of recognizing nontraditional male and female students. Seventy-nine (79) students were nominated for the contest. Four state winners, 24 regional winners, and 51 honorable mentions were chosen. A luncheon was held at the Gender Equity Conference on April 15 to present the awards. There were four issues of Nontraditional Newsbits published for vocational educators and students. The bi-monthly publication's circulation was increased to include Missouri high school counselors. The project was awarded second place in the Communications Award competition sponsored by the National Association of Vocational-Technical Education Communicators for 1991.

A collection of resources was maintained and expanded at the Sex Equity Resource Center (Project SERVE), housed at the University of Missouri-Columbia, Instructional Materials Laboratory. Another service included the maintenance of a software data collection package for single parents, displaced homemakers, single pregnant women, "nontraditional" male and female students, and girls and women 14 to 25 years of age. Also, a computerized bulletin board and toll-free number provided access to these populations for information searches and available resources.

A project to "Develop a Formative and Summative Evaluation Plan for Sex Equity Programs, Including Standards and Measures" awarded to the University of Missouri-Columbia, Instructional Materials Laboratory completed the second year of a three-year grant. The activities conducted included identifying resource, process, and performance standards by an advisory committee of local practitioners. The document developed was disseminated during a statewide sex equity conference featuring David Sadker on "Bias in the Classroom." The document was field tested and revised twice.

CRIMINAL OFFENDERS

TITLE II, PART B, SECTION 225

ACCOMPLISHMENTS

The Department of Corrections provided support services at three locations. Guidance and counseling services were provided to 489 inmates at the Chillicothe Correctional Center, the Boonville Correctional Center, and the Central Missouri Correctional Center in Jefferson City.

Guidance, counseling, career development, and placement services were provided by the Division of Youth Services for 1,354 students at six (6) of their institutions.

The participating correctional institutions during FY 1993 were:

Department of Corrections
P. O. Box 236
Jefferson City, Missouri 65102

Boonville Correctional Center
Boonville, Missouri

Chillicothe Correctional Center
Chillicothe, Missouri

Central Missouri Correctional Center
Jefferson City, Missouri

Division of Youth Services
P. O. Box 447
Jefferson City, Missouri 65102

Northwest Regional Youth Center
Kansas City, Missouri

Babler Lodge
Chesterfield, Missouri

W.E. Sears Youth Center
Poplar Bluff, Missouri

Hogan Street Regional Youth Center
St. Louis, Missouri

St. Louis Regional Youth Center
St. Louis, Missouri

Southwest Regional Youth Center
Springfield, Missouri

SPECIAL POPULATIONS

TITLE I, PART B, SECTION 118

ACCOMPLISHMENTS

DISABLED - SECONDARY LEVEL

During FY 1993, 187 local education agencies were involved in providing supportive services to 4,699 secondary disabled students mainstreamed into vocational education programs throughout the state. These services included:

- guidance, counseling, career development, and placement services to ensure that students are placed in appropriate vocational education programs, assisted to successfully complete the training provided in their vocational education programs, and transition successfully from school to employment or further training;
- vocational resource educator (VRE) services to facilitate the mainstreaming process;
- basic skills instructors to provide instruction in mathematics, reading, and writing skills essential for successful completion of vocational training programs;
- professional supplemental instructors to provide the additional instruction necessary for disabled students to succeed in their vocational education programs; and
- vocational teacher aides, interpreters, readers, and notetakers to provide additional services, as needed.

Materials, supplies, and equipment were also provided to ensure success in vocational education for secondary disabled students.

In FY 1993, the percentage of disabled students served in secondary vocational education programs increased. Continued accomplishments were made with this population of students through the utilization of the Vocational Resource Educator (VRE) Model in the area vocational schools. VREs are charged with responsibilities involving recruitment; assessment to determine the least restrictive environment; placement into the full-range of vocational education programs depending on interests, aptitudes, and abilities; and career development which includes assistance in transition from school to work. The Division of Vocational and Adult Education and the Division of Special Education cooperate to provide funding, inservice, and technical assistance for local education agencies utilizing the VRE model. In addition, both divisions provide extensive technical assistance to local education agencies throughout the state in the development of coordinated special education and vocational education Individual Education Plans for disabled students.

Examples of some of the more successful activities, during FY 1993, have been:

- vocational resource educators, a non-teaching professional staff member, served as resource persons in the process of mainstreaming disabled students. The VREs assisted with vocational education program placement, goal setting, curriculum modification, and acquisition of resource materials. The VREs also acted as a liaison with other school personnel to help disabled students make the transition from school to employment or further training.
- basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational teacher, and when concurrently disabled students were enrolled in vocational education programs.
- supplemental professional instructors assisted regular vocational teachers to provide the additional instruction that disabled students require to succeed in their vocational education programs.
- vocational teacher aides provided assistance to regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helping with competency testing.

DISABLED - POSTSECONDARY/ADULT LEVEL

During FY 1993, 51 local education agencies were involved in providing supportive services to 1,873 postsecondary/adult disabled students mainstreamed into vocational education programs throughout the state. Basically, the same types of support services that were used at the secondary level were also provided to postsecondary/adult disabled students. Postsecondary/adult disabled students enrolled in vocational education programs at area vocational schools or postsecondary institutions received services provided by a VRE. The VREs who served postsecondary/adult disabled students worked closely with vocational rehabilitation counselors throughout the state to provide needed support services. At postsecondary institutions a variety of special counseling services, including outreach, were provided. Many of these sites also operated approved programs to provide resource assistance, including basic skills instruction, recruitment services, appropriate vocational education program placement; and job placement assistance.

As with the secondary level disabled students, the more successful activities, during FY 1993, included:

- vocational resource educators which served as resource persons in the process of mainstreaming disabled students. They assisted with vocational education program placement, goal setting, curriculum modification, and acquisition of resource materials. They also acted as a liaison with other school personnel to help students make the transition from school to employment or further training.

- basic skills instructors provided individual or small-group instruction in mathematics, reading and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational teacher and when disabled students were concurrently enrolled in vocational education programs.

LIMITED ENGLISH PROFICIENT (LEP) - SECONDARY LEVEL

During FY 1993, 17 secondary limited English proficiency (LEP) students were provided interpreters and bilingual tutors utilizing secondary vocational education funds. These services, as well as other supplementary services were provided for LEP students in conjunction with secondary disadvantaged students.

LIMITED ENGLISH PROFICIENT (LEP) - POSTSECONDARY/ADULT LEVEL

Special services for 318 postsecondary/adult limited English proficiency (LEP) students were provided by area vocational schools and community colleges. As with secondary LEP students postsecondary/adult LEP students were served in conjunction with supportive services provided for postsecondary/adult disadvantaged students.

Special guidance, counseling, career development, and placement services were provided to postsecondary/adult LEP students for the purposes of recruitment into vocational education programs. Vocational assessment was also provided, together with career development activities. After formal vocational training, the LEP students were provided extra help in making the transition from school to work.

DISADVANTAGED (EXCLUDING LEP) - SECONDARY LEVEL

During FY 1993, 221 local education agencies provided supportive services for 15,894 secondary disadvantaged students throughout the state in mainstreamed vocational education programs. Secondary disadvantaged students were provided guidance, counseling, career development, and placement services to assist them to succeed in completing training in vocational education programs. These students also benefited from basic skills instruction that was provided in cooperation with the regular vocational teacher and when they were concurrently enrolled in vocational education programs. Services such as professional supplemental instructors and vocational teacher aides were utilized to provide these students with assistance in the classroom. In addition, extra or supportive materials, supplies, and equipment were provided. Secondary disadvantaged students participated fully in a wide range of vocational education programs. Special assistance was provided through guidance, counseling, career development, and placement services. The provision of information regarding opportunities available in vocational education began the recruitment activities. Vocational assessment was provided to help

determine appropriate vocational education program placement, and student progress was monitored throughout the educational process. The services culminated with special assistance in the job/educational placement process.

Guidance, counseling, career development, and placement services assisted in ensuring that disadvantaged students were placed in appropriate vocational education programs, significantly helped to successfully complete the training in vocational education programs, and transitioned from school to employment or further training. Specific services in these areas included: vocational assessment; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach, placement and follow-up; and other essential services which were identified by the local education agencies.

Basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. Instruction was provided in cooperation with the regular vocational teacher and disadvantaged students were concurrently enrolled in vocational education programs.

Supplemental professional instructors helped the regular vocational teachers provide the additional instruction that disadvantaged students require to succeed in their vocational education programs.

Vocational teacher aides assisted the regular vocational teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helping with competency testing.

One extremely successful activity to assist disadvantaged individuals was the establishment of "at-risk" student centers. An explanation of this activity is contained in Appendix J.

DISADVANTAGED (EXCLUDING LEP) - POSTSECONDARY/ADULT LEVEL

During FY 1993, 73 local education agencies provided supportive services for 23,890 postsecondary/adult disadvantaged students in mainstreamed vocational education programs throughout the state. Postsecondary/adult disadvantaged students received special services at community college sites and at area vocational schools. Guidance, counseling, career development, and placement services were also provided to assist in recruitment, orientation, assessment, appropriate placement into vocational education programs, and the employment process. Specific services in these areas included: vocational awareness; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach; placement and follow-up; and other essential services identified by the area vocational schools and the community colleges. Special services were provided during the training process and were followed by assistance in transition from school to work. Basic skills instructors provided

individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational teacher and concurrently when disadvantaged students were enrolled in vocational education programs. Supplemental professional instructors helped the regular vocational teachers provide the additional instruction that disadvantaged students require to succeed in their vocational education programs. Vocational teacher aides assisted the regular vocational teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helped with competency testing.

VOCATIONAL PREPARATION PROGRAMS

State vocational education funds were used to provide vocational preparation (VoPrep) programs for secondary students who are disadvantaged or disabled. These programs were designed to help students acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels. These programs served 638 disadvantaged students and 454 disabled students during FY 1993.

Twelve (12) local education agencies (LEAs) operated programs that provided vocational preparation services to special needs students.

STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

TITLE II, PART A, SECTION 201

ACCOMPLISHMENTS

The activities funded under state leadership primarily focused on two (2) areas. These were state directed curriculum and professional development.

The Department directed several curriculum development projects during FY 1993. Nine (9) curriculum manuals were updated and revised for use with individuals who are in vocational education. Also, one (1) mediated curriculum was developed which provided video modules for specialized instruction in teacher education. In addition to these specific curriculum development projects, competency profiles identifying specific duties and tasks were developed in four (4) occupational areas, and a criterion-referenced test bank was developed for one (1) program area.

The professional development/inservice activities, which the Department coordinated to assist vocational educators, included primarily the provision of regional and statewide inservice workshops, conferences, and programs; the alignment of and implementation of preservice programs and seminars; and the provision of inservice courses. During FY 1993, one (1) annual vocational education conference was held involving 258 topical sessions with a total attendance of over 3,654 vocational educators. In addition, 65 state directed individual workshops, courses, conferences, and institutes, including over 316 topical sessions were provided to assist vocational education administrators and program/service area specific teachers, counselors, and placement specialists in improving the delivery of vocational education programs, services, and activities within the state. Throughout the year, more than 3,584 vocational teachers and administrators participated in this wide variety of professional development activities.

In addition to the above mentioned activities, the state's service delivery areas private industry councils and vocational education administrators engaged in a variety of collaborative efforts during FY 1993. Examples of activities that have continued to achieve improved coordination include:

1. Duel membership on advisory committees,
2. Use of the same assessment systems,
3. Joint annual local plan development,
4. Unified outreach and intake of participation, and
5. Cooperative operation of training programs and services.

The Department has encouraged and promoted this collaborative activity. Additionally, the Department and the Division of Job Development and Training have jointly developed and promoted an outline to provide guidance

to both state agencies and local operators in meeting the mandatory coordination requirements of their respective legislation. This outline was disseminated to all agencies receiving federal employment training and vocational education funds within the state. Local education agencies within each service delivery area have been asked to enter into a written agreement with their private industry council to coordinate, share information, and conduct joint planning; as well as other collaborative efforts.

Another significant activity regarding state leadership has been the development of local evaluation systems to determine the effectiveness of vocational education program delivery at the local level. Prior to FY 1992, the Department conducted several inservice workshops to assist vocational education administrators with the development and implementation of local evaluation systems. Through the local application process, local education agencies described, for the Department's approval, the evaluation systems that were currently being utilized. These systems provide for effective monitoring of vocational education programs, services, and activities and enable local education agencies to determine necessary alteration and resource direction to provide appropriate delivery of vocational education. In addition, in 1990 the Department implemented a unified district-level on-site review process which includes a review of vocational education programming through the use of specific resource, process, and performance standards. This process has been titled the Missouri School Improvement Program. A complete explanation is contained in Appendix K of this report. During FY 1993, eighty-seven (87) school districts throughout the state were reviewed, deficiencies were identified and improvement plans were developed.

COMMUNITY BASED ORGANIZATIONS

TITLE III, PART A, SECTION 301 - 302

ACCOMPLISHMENTS

Vocational education services were provided by 25 community based organizations (CBOs) in cooperation with 23 local education agencies. The activities provided by the CBOs included outreach programs, transitional services, prevocational preparation, basic skills development, assessment, and counseling. These cooperative CBO programs served 2,288 individuals.

The distribution of the funds was determined by a Request for Proposal (RFP) process that involved a written proposal being submitted to the Department of Elementary and Secondary Education. Each cooperating group submitting an approved proposal was awarded a grant to support activities that were directed toward the target population of severely economically or educationally disadvantaged youth, ages 16 to 21.

The cooperating local education agencies and CBOs awarded a grant during FY 1993 were:

Mineral Area College
Flat River, Missouri

Mineral Area College
Flat River, Missouri

Kansas City 33 School District
Kansas City, Missouri

Kansas City 33 School District
Kansas City, Missouri

Metropolitan Community Colleges
Kansas City, Missouri

St. Louis City School District
St. Louis, Missouri

Lamar R-I School District
Lamar, Missouri

Lamar R-I School District
Lamar, Missouri

Savannah R-III School District
Savannah, Missouri

Southeast Missouri Private Industry Council
Cape Girardeau, Missouri

East Missouri Action Agency
Flat River, Missouri

DeLaSalle Education Center
Kansas City, Missouri

Genesis School, Inc.
Kansas City, Missouri

Synergy House, Inc.
Parkville, Missouri

Providence Program, Inc.
St. Louis, Missouri

MoKan Area Council/Boy Scouts of America
Joplin, Missouri

Economic Security Corporation
Joplin, Missouri

Economic Opportunity Corporation of Greater St. Joseph
St. Joseph, Missouri

Southeast Missouri State University Cape Girardeau, Missouri	Cape Girardeau, Civic Center Cape Girardeau, Missouri
Camdenton School District Camdenton, Missouri	Lake of the Ozarks Employment Services, Inc. Camdenton, Missouri
Caruthersville School District Caruthersville, Missouri	Children's Advocate for a Better Society Caruthersville, Missouri
Raytown C-2 School District Raytown, Missouri	Ozanam Home for Boys, Inc. Kansas City, Missouri
St. Joseph School District St. Joseph, Missouri	DWB Memorial Center St. Joseph, Missouri
Pike County R-III School District Clarksville, Missouri	Mark Twain Regional Council of Governments Palmyra, Missouri
Platte County R-III School District Platte City, Missouri	Full Employment Council, Inc. Kansas City, Missouri
Special School District of St. Louis County Town & Country, Missouri	Youth Employment and Health in Soulard St. Louis, Missouri
Maryville R-I School District Maryville, Missouri	Community Services, Inc. Maryville, Missouri
State Fair Community College Sedalia, Missouri	Western Missouri Private Industry Council, Inc. Sedalia, Missouri
East Prairie R-II School District East Prairie, Missouri	Epworth Bootheel Children and Family Services Webster Groves, Missouri
Reeds Spring R-4 School District Reeds Spring, Missouri	Christian Associates of Table Rock Lake Kimberling City, Missouri
North Central Missouri College Trenton, Missouri	Green Hills Rural Development, Inc. Trenton, Missouri
Arcadia Valley School District Ironton, Missouri	Ozark Valley Community Services, Inc. Ironton, Missouri

Jefferson City School District
Jefferson City, Missouri

Monett School District
Monett, Missouri

Private Industry Council, SDA 5
Jefferson City, Missouri

Ozarks Area Community Action
Corporation
Springfield, Missouri

CONSUMER AND HOMEMAKING EDUCATION

TITLE III, PART B, SECTION 311 - 313

ACCOMPLISHMENTS

Vocational Home Economics Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between work and family is our unique focus. The mission of the consumer and homemaking program is to improve the quality of individual and family life skills as well as to enhance employability skills.

Areas of instruction are provided for youth and adults in traditional classrooms settings as well as in community centers and outreach centers. These include food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

During FY 1993, there were 643 teachers in 388 school districts with approved secondary vocational consumer and homemaking education programs in grades 9-12. These programs served 64,567 students or twenty-seven percent (27%) of the total number of secondary students in Missouri. Total FY 1993 enrollment in all consumer and homemaking programs in Missouri was 87,181.

NUMBER OF VOCATIONAL CONSUMER AND HOMEMAKING STUDENTS SERVED IN FY 1993*

Title	Total	Male	Female	Black	White	Other	Dis.	Hand.
Comprehensive Con. & Homemaking	10,395	3,402	6,993	1,627	8,694	74	3,601	1,286
Child Development, Care & Guidance	12,590	3,001	9,589	2,067	10,343	180	3,023	1,008
Clothing & Textiles	4,649	497	4,152	1,402	3,210	37	1,511	315
Consumer Education	3,745	1,300	2,445	214	3,500	31	1,008	160
Family & Individual Health	4,649	1,356	3,293	297	4,303	49	1,064	259
Family Living & Parenthood	8,071	2,332	5,739	1,604	6,405	62	2,258	725
Food & Nutrition	13,817	5,237	8,580	4,111	9,607	99	4,572	1,264
Home Management	581	152	429	0	575	6	243	56
Housing, Home Furnishings & Equipment	3,487	860	2,627	380	3,076	31	820	255
Con. & Homemaking, Other	2,583	975	1,608	178	2,393	12	560	160
Totals	64,567	19,112	45,455	11,880	52,106	581	18,660	5,488

*Enrollment data is for approved programs.

At the consumer homemaking adult level, 8,307 adults were served in FY 1993. Program priorities were consumer education (including resource management), family living and parenthood education, and food and nutrition. One community college offers a postsecondary consumer and homemaking degree program.

Federal funds available through Title III, Part B for consumer and homemaking education at the local level were distributed on a competitive grant basis. The competitive grant system was implemented to encourage improvement, expansion, and updating of programs and services. There were 130 grant applications competing for the funds. The sixty-seven (67) grants awarded were equitably distributed among rural and urban school districts. Seventy-three percent (73%) of the total grant funds were distributed to fifty-one (51) school districts within depressed areas. Twenty-seven percent (27%) of the grant funds were distributed to fourteen (14) school districts within non-depressed areas.

Funded program improvement priorities included the integrating of academic skills into the curriculum, programs to assist pregnant adolescents and adolescent parents to strengthen parenting skills, expanding health education as relative to individual and family health concerns and issues, and leadership development activities. Many of the grants funded in the depressed areas focused on updating equipment and instructional materials adapting and implementing curriculum, providing new technology, and computer-assisted instruction in the classroom.

Federal vocational education funds have also made possible to serve our 3,000 individuals through outreach adult education programs. These community outreach education programs are offered to low income persons in the urban areas of the state.

Outreach programs include one- and two-hour workshops on nutrition and consumer education in the Housing Projects. Instruction in daily life skills such as parenting, consumer education, nutrition and food preparation and job seeking skills is provided to the homeless population in St. Louis. A model eldercare program that operates as an outreach program on a university campus also receives federal funds to help meet the needs of an aging population.

Since 1987 some of these funds have been used in cooperation with Central Missouri State University and the Center for Family Studies to address issues impacting on individuals and families. Over 500 individuals attend the two-day forum and associated workshops annually. The topic of Family Forum VIII was "In It Together": Understanding and Appreciating Diversity".

OUTREACH PROGRAMS IN CONSUMER AND ADULT EDUCATION

Programs	Total No. Served	Male	Female	Disadvantaged/ Disabled
Nutria-Education (Community Service League)	*	*	*	*
Consumer Education (Mobile Van)	2,076	14%	86%	27%
St. Patrick's Center (Transition Home)	365	1%	99%	100%
Elder Care Program	767	17%	83%	23%

* Program did not operate during 1992-93 school year.

Improving the quality of child care in Missouri has been a priority since the mid-1980s. The numbers of child care providers seeking training has continued to increase significantly. Federal funds have been combined with state funds during FY 1993 to provide inservice training for 11,364 child care providers. This included 2% males, 98% females and 7% disadvantaged/ disabled. These training sessions are from one to four hours in length.

Support services were provided to the seven (7) Work and Family program directors in the form of an in-service. Federal funds were also used to expand state funded Work and Family programs by paying for curriculum materials used to develop seminars on such issues as parenting, time management, child care, stress, money management, and wellness. Over 4,270 were served at their work site in FY 1993.

State leadership has been instrumental in providing curriculum development, personnel activities, and providing technical assistance for improved classroom instruction. State curriculum projects funded/completed for FY 1993 were the:

1. Completion of the Home Economics I Guide for students enrolled in Home Economics I course required for an approved Type A or B, vocational consumer and homemaking educational program.

2. Completion of criterion-referenced test items based on validated competencies for students enrolled in Exploratory Homemaking and Home Economics I courses required for an approved Type A or B, vocational consumer and homemaking education program.

3. Completion of the Custom Sewing Guide for use by teachers and students in custom sewing programs.

4. Completion of the Industrial Sewing Guide for use by teachers and students in industrial sewing programs.

During FY 1992, federal funds were used to provide inservice training to approximately fifty (50) teachers in a program aimed at keeping pregnant students and parents in school until graduation. As a result of this inservice, the Graduation, Reality, and Dual-Role Skills (GRADS) program, developed in Ohio, was adopted for implementation in FY 1993 by the Excelsior Springs School District.

Title III-B funds, Beginnings grant funds, and local funds were used to start up the GRADS program, which enrolled fifteen (15) students, fourteen (14) females and one (1) male during the 1992-93 school year. Two students had IEPS for learning disabilities. Four of the students enrolled in job training programs. Nine of the GRADS students persisted to high school graduation.

State leadership was also provided for the vocational inservice conference for 408 home economics educators. Program emphasis included working with special needs students, computer-assisted instruction, critical thinking skills, implementing the Vocational Instructional Management System (VIMS), integrating key skills in the classroom, consumer education, nutrition education, child-care providers training, implementing programs for pregnant and parenting teens, and curriculum updates.

Leadership development was provided for student members and advisors through Future Homemakers of America. There were 372 chapters with a membership of 12,744 during FY 1993. One hundred fifteen (115) members and advisors participated in the National Leadership Meeting in Chicago, Illinois. Six hundred twenty-five (625) members and advisors participated in the fall Cluster Meetings in Atlanta, Georgia; Louisville, Kentucky; Omaha, Nebraska; and Albuquerque, New Mexico. Approximately 1,600 students, advisors, and guests attended the annual State Leadership Conference. There were thirty-two (32) chapters recognized during the State Leadership Conference for completing Student Body, Families, and Futures, Financial Fitness, and/or NutraSweet 100% Award for Community Service projects. Sixteen (16) students were also recognized for completing five Power of One (1) modules. One (1) advisor received recognition for being a Master Advisor and four (4) advisors received the Advisor Mentor Award. Approximately two hundred twenty-five (225) Future Homemakers of America members participated in State STAR (Students Taking Action with Recognition) Events during the State Leadership Conference. Ninety-eight (98) members, advisors, and parents participated in the A+ Conference at the Lake of the Ozarks. Missouri was a pilot state for the conference. Fiscal Year 1993 was the fourth year for Alumni & Associates. Alumni & Associates provided activities for students during the State Leadership Conference, evaluated STAR Events, and sponsored two (2) scholarships for members to attend Public Speaking Camp. Fifty-five (55) members participated in the June FFA Public Speaking Camp.

TECH PREP

TITLE III, PART E, SECTION 341 - 347

ACCOMPLISHMENTS

In FY 1992 federal vocational education funds were available through Title III, Part E, Tech Prep Education to fund planning and implementation subgrants. A Request for Proposals (RFPs) was developed and distributed to eligible recipients statewide. The competitive grant system was implemented to encourage the planning and development of a four-year (2+2) program designed to provide Tech Prep Education programs that would lead to two-year associate degrees or certificates in a systematic manner for strong, comprehensive linkages between secondary schools and postsecondary institutions. The RFP required at least two eligible recipients (one a secondary vocational education provider and one a postsecondary vocational education provider) enter into a consortium.

Proposers were required to address how the project would:

- Be carried out under an articulation agreement between the participants in the consortium;
- Consist of the two (2) years of secondary school preceding graduation and two (2) years of higher education, or an apprenticeship program of at least two (2) years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field;
- Include the development of Tech Prep Education program curricula appropriate to the needs of the consortium participants;
- Include inservice training for teachers that is designed to train teachers to effectively implement Tech Prep Education curricula, provide for joint training for teachers from all participants in the consortium, and may provide such training in weekend, evening, and/or summer institutes or workshops);
- Include training programs for counselors designed to enable them to more effectively recruit students for Tech Prep Education programs, ensure that such students successfully complete such programs, and ensure that such students are placed in appropriate employment;
- Provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of Tech Prep Education program services appropriate to the needs of such individuals; and

- Provide for preparatory services which assist all participants in such programs.

Six (6) Tech Prep Education planning and implementation subgrants were approved and funded in Fiscal Year 1992. These subgrants were approved for a three-year period and were funded at $350,000. Expenditures for the first year of operation were not to exceed $100,000, $200,000 for the second year and $50,000 for year three with a provision to carry over funds.

Tech Prep Education planning and implementation subgrants were awarded to the following local education agencies in FY 1992:

Mid-Missouri Tech Prep Consortium
Linn Technical College
One Technology Drive
Linn, Missouri 65051

Heart of Missouri Tech. Ed. Consortium
State Fair Community College
3201 West 16th Street
Sedalia, Missouri 65301

North Mo. Tech Prep Consortium
North Central Missouri College
1301 Main Street
Trenton, Missouri 64683

Northwest Missouri Tech Prep Consortium
High Technology Training Resource Center
The Metropolitan Community Colleges
3200 Broadway
Kansas City, Missouri 64111

Southeast Mo. Tech Prep Consortium
Mineral Area College
P. O. Box 1000
Park Hills, Missouri 63601

East Central Mo. Tech Prep Consortium
East Central College
P. O. Box 529
Union, Missouri 63084

In FY 1993 RFPs were again developed and, following the same general guidelines as in Fiscal Year 1992, were distributed statewide to eligible recipients.

Six (6) proposal applications competing for planning and implementation subgrants were submitted to the Department for approval and funding. Proposals were reviewed and rated with all deficiencies identified.

A meeting was held with each proposer and a complete review of the application was conducted. All six proposers submitted application addendum to address the deficiencies identified by the proposal reviewers.

Six (6) Tech Prep Education planning and implementation subgrants were approved and funded. Subgrants were approved and funded following the same policies and procedures as were applied to subgrant proposers in FY 1992.

Tech Prep Education planning and implementation subgrants were awarded to the following local education agencies in FY 1993:

Bootheel Tech Prep Consortium
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff, Missouri 63901

Heart of the Ozarks Tech Prep Consortium
Heart of the Ozarks Technical College
815 North Sherman
Springfield, Missouri 65802

Mid Rivers Tech Prep Consortium
Pike/Lincoln Technical Center
P. O. Box 38
Eolia, Missouri 63344

St. Louis Area Tech Prep Consortium
Forest Park Community College
5600 Oakland Avenue - F324
St. Louis, Missouri 63110

Moberly Area Community College
College and Rollins
Moberly, Missouri 65270

Const. Apprenticeship Tech Prep Consortium
105 West 12th Avenue
North Kansas City, Missouri 64116

A Tech Prep Education coordinator has been employed in each of the 12 consortium to direct and manage the activities of the project. Three (3) project coordinators devote only a portion of their time to Tech Prep Education activities. These individuals are located in comprehensive high schools and area vocational technical schools that serve a number of comprehensive high schools.

Activities conducted by the consortia include workshops for superintendents, principals, community college administrators, secondary and postsecondary instructional staff and representatives from business and industry. Numerous newspaper articles have been written and published, along with radio and television presentations -- all aimed at informing the public about Tech Prep Education activities.

An examination of the completed activities by the individual Tech Prep consortiums and a review of materials produced during FY 1993 reveals that a substantial number of the established goals have been completed.

Media coverage of consortia activities has been generally very good. Newsletters have been initiated and produced by most of the consortiums. The news letters were distributed to all professional staff in each school within the consortia's service areas as well as to key persons from the business and industry community.

Each consortium coordinator reported that they made numerous personal presentations. Key groups to whom presentations have been made include: Chamber of Commerce, parent groups, faculty groups, board of education, school administrators and counselors. A few of the more significant activities include presentations before the Missouri State Board of Education, the Missouri Association of Secondary School Principals and the Missouri Community College Association.

A statewide Tech Prep conference was co-sponsored and conducted by the Division of Vocational and Adult Education, Department of Elementary and Secondary Education, and the University of Missouri-Columbia. Over 600+ individuals pre-registered for the conference.

The major activity conducted in each major consortium was the development and implementation of inservice workshops directed toward counselors, academic teachers of mathematics, science and communications, and vocational teachers dealing with articulation phases. Additional workshops were conducted dealing with services to special populations addressing strategies to better serve that population in the context of Tech Prep Education.

While it is difficult to definitively assess the effectiveness of these kinds of activities, a subjective evaluation leads one to the conclusion that which much has been accomplished to date, there needs to be continuing efforts made in the realm of inservice and promotional activities. While this report on accomplishments does not contain specific statistical information it is reported that statistical information would be provided by Mathematica Policy Research Inc. at a later date and that information would be forwarded to the U. S. Office of Education.

INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION

TITLE I, PART B, SECTION 116; TITLE III, PART A, SECTION 201; AND TITLE II, PART C, SECTIONS 235 AND 240

ACCOMPLISHMENTS

With the passage of the Carl D. Perkins Vocational and Applied Technical Education Act came the opportunity for schools across the nation to affect real educational reform. The Act required that funds be used to provide vocational education programs that integrate academic and vocational education through coherent sequences of courses of instruction that enable students to achieve both academic and occupational competencies.

School districts and institutions developed specific strategies to provide for the integration of academic and vocational education. These strategies included remedial courses or instruction, applied academic courses, applied academic instruction which was incorporated into the vocational education program, and cooperative implementation of integrated instruction by academic and vocational teachers.

The Department maintained membership in five (5) applied academic consortia to assist schools in integration of academic and vocational education. The five (5) areas of applied academic curricula provided by these consortia are as follows:

- Principles of Technology is a broad, technically-oriented course that provides vocational education students with a foundation for more education and training in advanced-technology career paths. Principles of Technology combines scientific principles in applied physics and mathematics. Videos and hands-on laboratory experiences help provide an approach which ensures career flexibility as machines and technology advance.

- Applied Communication is designed to help students develop and refine job-related communications skills: reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills. This curriculum can be offered as an alternative to traditional English courses.

- Applied Mathematics is designed to help vocational education students and others develop and refine job-related mathematic skills. The overall course includes material that focuses on arithmetic operations, problem-solving techniques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and algebraic formulas to solve problems. Though the text includes some material found in traditional areas of arithmetic, geometry, algebra, and simple trigonometry, the emphasis remains on the ability to understand and apply functional mathematics to solve problems in the world of work.

- Applied Biology/Chemistry is designed to present the scientific fundamentals of biology and chemistry that provide a foundation for careers in technology, health, agriculture/agribusiness and home economics. The course employs student activities that relate to work and can be presented as a one-year science course. The materials are suitable for secondary students or for returning adults.

- Another applied curriculum that is used to provide instruction for students that will facilitate their entry into and successful completion of vocational skill training is Workplace Readiness. This applied curriculum provides skill training as a part of related instruction that is designed to help students transition successfully from school to the workplace.

Basic skills instruction that is designed to provide individual or small-group instruction in academic skills essential for successful completion of a vocational training program was also provided by local education agencies throughout the state. This instruction was provided in cooperation with the vocational teachers.

Integration strategies that involve unified/cooperative planning and implementation between academic and vocational education teachers such as, "writing across the curriculum", team teaching, and curriculum revision (both academic and vocational) to provide instructional activities and materials more applicable/relevant to applied application was also implemented in many local education agencies.

In FY 1993, twenty-five (25) comprehensive high schools, fourteen (14) area vocational schools, and two (2) community colleges are utilizing the Applied Mathematics curriculum in stand-alone courses. Twenty-five (25) comprehensive high schools, five (5) area vocational schools, and one (1) community college are using the Applied Communication curriculum in stand-alone courses. The Applied Biology/Chemistry curriculum is being used in stand-alone courses by ten (10) comprehensive high schools, three (3) area vocational schools, and two (2) community colleges. Principles of Technology curriculum is being used in stand-alone courses by eight (8) area vocational schools, six (6) community colleges, and one (1) comprehensive high school. The four (4) applied academic curricula have been purchased by twenty-one percent (21%) of the comprehensive high schools, sixty-seven percent (67%) of the area vocational schools, and thirty-seven percent (37%) of the community colleges; and academic instruction utilizing this curricula is infused within the vocational education programs operated by these institutions. In addition, eighteen (18) comprehensive high schools, twenty-two (22) area vocational schools, and seven (7) community colleges have implemented the Workplace Readiness curriculum.

During FY 1993, over 486 academic and vocational administrators, teachers, and counselors attended inservice workshops on the applied academics. Three (3) significant workshops were conducted during the summer of 1993.

Two (2) of these were one (1) week in length that focused upon specialized inservice regarding the utilization of the four (4) applied academic curriculum areas. Over 250 academic and vocational education teachers, administrators, and counselors participated in these workshops. The remaining workshop was also one (1) week in length and focused upon building business and industry partnerships to integrate academic and vocational education instruction. Eighty-six (86) academic and vocational education teachers and administrators participated in this workshop. Each participant was paired with a business/industry partner to develop collaborative strategies of instruction and to identify academic content application within business and industry to be included in the instructional process. In addition three (3) educators from the state attended "training the trainers" inservice workshops on Applied Biology/Chemistry, Applied Mathematics, and Principles of Technology at Waco, Texas.

In FY 1993, the Title II Part C distribution to local education agencies and the local expenditures together totaled $1,400,728 for integration activities. Of this total, the local expenditures amounted to $610,637 and the Title II Part C distribution expenditures amounted to $790,091. Among the Title II Part C expenditures by local school districts, $532,948 was expended on staff salaries; $43,436 on inservice; $42,172 on curriculum modification, development and/or purchase; and $171,565 for instructional equipment and materials.

Another means by which integration of academics and vocational education was implemented has been through the development and operation of tech prep education programs jointly proposed by at least two (2) eligible recipients, one (1) secondary and one (1) postsecondary. Tech prep education programs is proving to be a vehicle that eliminates barriers in the learning process for many students and makes academic competence more relevant. For more information on tech prep education refer to section "Tech Prep" in this report.

CAREER GUIDANCE AND COUNSELING

TITLE II, TITLE III, PART C SECTIONS 321-232

ACCOMPLISHMENTS

MODEL GUIDANCE PROGRAM DEVELOPMENT

The purpose of the Missouri Comprehensive Guidance Program has been to help school districts develop, implement and evaluate comprehensive systematic high school guidance programs at the K-12 level. From FY 85 to FY 93, a total of three hundred and twenty-seven (327) local education agencies participated in this program. A two-year inservice program has been provided to 2,270 counselors and administrators in those school districts. During the two-year period, counselors conduct a time and task analysis of their current program activities, carry out a student needs and staff/parent assessments, develop guidance curriculum units to address the needs that have been identified by the various populations, establish an advisory committee, conduct a resource assessment, and redirect their activities so that guidance will become a comprehensive program with specific content rather than a set of miscellaneous services. Within the program, specific activities are developed and center around four (4) major components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support. Federal vocational program improvement and local funds provided financial support for the projects which include personnel cost, materials acquisition, and cost of inservice.

Specific materials have been developed for the Model Guidance Program. These materials include three distinct kits designed for grades K-6, 6-9, and 9-12. Each kit contains a manual which details a step-by-step procedure along with all necessary forms and charts. The high school kit (9-12) contains approximately 300 guidance learning activities which address ninety (90) competencies within sixteen (16) broad categories. In addition, the middle/junior high school kit (6-9) includes approximately 250 guidance learning activities that address sixty-two (62) student competencies in twelve (12) broad categories. The elementary school kit (K-6) is in the same format and includes activities that cover forty-four (44) competencies within eleven (11) broad categories. A "Scope and Sequence" process has been developed which details the competencies to be addressed at each level.

In addition to the components previously developed, the delivery system for the model guidance program now includes a yearly planning calendar, a weekly planner designed for the purpose of tracking activities on a daily basis, and a system that identifies the relationship between the students competencies within the Missouri Comprehensive Guidance program and the competencies within the Missouri Core Competencies/Key Skills.

A major focus during the past and current year has been the development of instrumentation for the evaluation component of the total system. The instruments have been designed to assess the attainment of student competencies/student outcomes as a result of the model guidance process.

The instrumentation is currently being field tested with students at all grade levels using the MMAT regions as a basis for sample selection. The instruments will be ready for general utilization upon completion of the field testing of the items.

CAREER GUIDANCE/VOCATIONAL EDUCATION RESOURCE CENTERS

To date, the three (3) regional career guidance/vocational education resource centers continue to expand their operations through the development and dissemination of resource materials, carrying out various inservice activities for students and professionals, and providing assistance at the state level. A strong emphasis continues to be placed on the acquisition and updating of career guidance and vocational education materials and ongoing staff development activities K-12. The three centers located in St. Louis, Kansas City and Sedalia serve school districts statewide.

MISSOURI VITAL INFORMATION FOR EDUCATION AND WORK (MOVIEW)

The MOVIEW project has continued to be a viable resource to the counselors in Missouri's high schools. It was designed to provide up-to-date career information specifically geared toward occupational/career information in the State of Missouri. The MOVIEW Career Information Delivery System (CIDS) contains information on some 1350 careers, as well as information on Missouri's area vocational schools. The system also includes microfiche on the Military Job File, New and Emerging Occupations, Apprenticeships, and the National College File and College Majors Index. Annually, MOVIEW is distributed to more than four hundred (400) sites throughout the state.

In addition to the standard CIDS the program includes Basic VIEW, Basic Micro VIEW, and Basic Search and Learn. The CIDS component was placed in five hundred eleven (511) sites and Basic Search and Learn into ninety-five (95) sites. A financial assistance data base called CASHE is also available which provides information on scholarships and other sources of financial aid for the students. The "Awareness of the World of Work And Related Education" (AWARE) program, a computerized career awareness program for elementary level students, was expanded into approximately one hundred three (103) sites during FY 1992.

HELPING INDUSTRY RECRUIT EMPLOYEES (HIRE)

Project HIRE is an umbrella organization for twenty (20) area vocational schools and community colleges. The administration for the project is the responsibility of the Metropolitan Community Colleges at Kansas City. The primary goal is to provide a system by which the schools can work together in developing and sharing jobs with one another for the placement of vocational education students. This goal is accomplished by the sharing of job openings through a computerized job development/job placement system. Equipment is located at each school site so that on-line transactions are accomplished. These transactions include the listing of 7,449 jobs and the placement of 1,154 present or former students.

STATEWIDE JOB PLACEMENT SERVICE

Statewide Job Placement Service was organized as a network of 58 area vocational schools and sixteen (16) community colleges cooperating in a statewide effort to provide job placement opportunities for students exiting vocational training programs. Statewide Job Placement Service was designed to supplement the job placement efforts of each participating institution. The emphasis of the service has been to provide inservice for placement coordinators and instructors in the area vocational schools and community colleges as to their roles and responsibilities for job placement.

The Service also coordinated statewide marketing strategies, job development techniques, and provides professional resource materials (books, films, brochures) for use by the participating institutions. New and improved methods of job placement strategies were developed by the staff and shared with all the schools. Statewide Job Placement Service has coordinated and maintained a student data base for the institutions' exiting graduates.

APPENDIX

APPENDIX A
TABLE I

1992-93 VOCATIONAL EDUCATION ENROLLMENTS BY PROGRAM AREA, BY INSTRUCTIONAL LEVEL

SECTION	SECONDARY	ADULT	POSTSECONDARY	TOTAL
Agriculture	15,821	2,704	681	19,206
Business Education	9,833	28,198	29,481	67,512
Marketing & Cooperative Education	9,255	387	6,875	16,517
Health Occupations	1,739	7,441	9,790	18,970
Occupational Home Ec.	728	12,576	3,484	16,788
Consumer Home Ec.	64,567	8,307	0	72,874
Technical Education	0	20,017	4,855	24,872
Trades & Industry Ed.	13,437	23,509	11,650	48,596
Spec. Needs (Vo Prep)	1,092	NA	NA	1,092
TOTALS	116,472	103,139	66,816	286,427
Industrial Technology	97,816	0	0	97,816
Exploratory Agriculture (7th & 8th Grades)	1,644	NA	NA	1,644
Additional Students Receiving Special Needs Services	5,133	2,030	0	7,163
Students Receiving Single/Parent Home-making Services*	232	3,490	4,813	8,535
Students Receiving Sex Bias Services	6,338	648	901	7,887

APPENDIX A
TABLE II

1992-93 AGRICULTURAL EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
01.0000	1,644	NA	NA	1,644
01.0101	785	404	122	1,311
01.0201	3,833	215	NA	4,048
01.0301	1,057	1,850	41	2,948
01.0401	9	NA	NA	9
01.0501	495	10	168	673
01.0601	1,918	109	350	2,377
01.9999	394	116	NA	510
02.0101	6,221	NA	NA	6,221
03.0101	860	NA	NA	860
03.0401	249	NA	0	249
TOTALS	17,465	2,704	681	20,850

APPENDIX A
TABLE III

1992-93 BUSINESS EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
52.0201	NA	786	1,379	2,165
52.0204	NA	86	280	366
52.0205	NA	9,024	NA	9,024
52.0302	1,706	643	7,305	9,654
52.0401	NA	289	3,973	4,262
52.0403	NA	77	1,099	1,176
52.0404	NA	434	687	1,121
52.0407	12	24	63	99
52.0408	5,852	3,198	1,373	10,423
52.0803	NA	239	69	308
52.0805	NA	413	NA	413
52.1001	NA	876	NA	876
52.1202	444	134	9,568	10,146
52.1203	NA	56	63	119
52.1205	387	5,259	1,471	7,117
52.1299	1,311	5,842	1,701	8,854
52.9999	121	818	450	1,389
TOTALS	9,833	28,198	29,481	67,512

APPENDIX A
TABLE IV

1992-93 MARKETING AND COOPERATIVE EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
06.1701	NA	NA	480	480
08.0101	1,194	NA	206	1,400
08.0201	278	NA	NA	278
08.0401	305	NA	NA	305
08.0402	NA	NA	28	28
08.0501	93	NA	NA	93
08.0601	981	NA	NA	981
08.0705	361	NA	NA	361
08.0707	56	NA	NA	56
08.0799	1,832	387	4,854	7,073
08.0801	268	NA	NA	268
08.0803	NA	NA	138	138
08.0901	46	NA	69	115
08.0903	93	NA	NA	93
08.0905	2,980	NA	275	3,255
08.1001	NA	NA	825	825
08.1101	19	NA	NA	19
08.1203	231	NA	NA	231
08.1206	231	NA	NA	231
08.9999	130	NA	NA	130
09.0201	157	NA	NA	157
TOTALS	9,255	387	6,875	16,517

APPENDIX A
TABLE V

1992-93 HEALTH OCCUPATIONS EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
12.0301	NA	NA	55	55
51.0601	NA	23	135	158
51.0602	NA	NA	117	117
51.0603	NA	NA	23	23
51.0699	NA	NA	NA	NA
51.0703	NA	29	14	43
51.0707	NA	NA	472	472
51.0801	NA	29	15	44
51.0803	NA	NA	160	160
51.0805	NA	NA	NA	NA
51.0806	NA	NA	250	250
51.0899	NA	NA	NA	NA
51.0904	NA	742	1,227	1,969
51.0907	NA	22	297	319
51.0908	NA	60	190	250
51.0909	NA	30	92	122
51.0910	NA	NA	36	36
51.1004	NA	32	189	221
51.1501	NA	NA	NA	NA.
51.1502	NA	NA	214	214
51.1599	NA	NA	NA	NA
51.1601	NA	55	4,045	4,100
51.1613	NA	860	476	1,336
51.1614	NA	940	384	1,324
51.1615	NA	NA	NA	NA
51.1699	NA	1,033	85	1,118
51.2601	1,739	NA	NA	1,739
51.9999	NA	3,586	1,314	4,900
TOTALS	1,739	7,441	9,790	18,970

APPENDIX A
TABLE VI

1992-93 OCCUPATIONAL HOME ECONOMICS EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
04.0501	NA	NA	126	126
20.0202	463	2,520	350	3,333
20.0203	NA	9,379	1,985	11,364
20.0204	NA	NA	NA	NA
20.0303	66	NA	49	115
20.0304	NA	NA	NA	NA
20.0306	26	NA	44	70
20.0309	NA	NA	NA	NA
20.0401	19	68	421	508
20.0404	NA	69	46	115
20.0406	NA	NA	NA	NA
20.0408	NA	NA	NA	NA
20.0501	NA	89	NA	89
20.0504	NA	105	NA	105
20.0601	NA	NA	NA	NA
20.0604	22	346	NA	368
20.9999	132	NA	463	595
TOTALS	728	12,576	3,484	16,788

APPENDIX A
TABLE VII

1992-93 CONSUMER HOME ECONOMICS EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
20.0101	10,395	NA	NA	10,395
20.0102	12,590	42	NA	12,632
20.0103	4,649	92	NA	4,741
20.0104	3,745	2,296	NA	6,041
20.0106	4,649	199	NA	4,848
20.0107	8,071	5,098	NA	13,169
20.0108	13,817	455	NA	14,272
20.0109	581	NA	NA	581
20.0110	3,487	125	NA	3,612
20.0199	2,583	NA	NA	2,583
TOTALS	64,567	8,307	0	72,874

APPENDIX A
TABLE VIII

1992-93 TECHNICAL EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
10.0100	NA	196	NA	196
10.0101	NA	55	NA	55
10.0104	NA	10	163	173
15.0101	NA	NA	52	52
15.0201	NA	11	56	67
15.0303	NA	75	2,133	2,208
15.0304	NA	5	19	24
15.0401	NA	64	7	71
15.0402	NA	603	12	615
15.0403	NA	NA	10	10
15.0404	NA	NA	NA	NA
15.0405	NA	71	21	92
15.0501	NA	72	325	397
15.0506	NA	NA	55	55
15.0603	NA	209	290	499
15.0607	NA	NA	NA	NA
15.0611	NA	NA	NA	NA
15.0699	NA	11,805	NA	11,805
15.0701	NA	377	16	393
15.0702	NA	6,350	675	7,025
15.0803	NA	NA	673	673
15.0805	NA	NA	78	78
15.1001	NA	NA	270	270
15.1102	NA	NA	NA	NA
15.1103	NA	114	NA	114
TOTALS	0	20,017	4,855	24,872

APPENDIX A
TABLE IX

1992-93 TRADE AND INDUSTRIAL EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
06.2001	NA	13	NA	13
06.2003	NA	5,727	NA	5,727
12.0101	NA	NA	NA	NA
12.0403	147	37	NA	184
12.0499	NA	NA	NA	NA
12.0503	539	160	91	790
23.1101	NA	NA	NA	NA
27.0301	NA	107	NA	107
41.0301	NA	NA	NA	NA
42.0901	NA	NA	NA	NA
43.0107	28	NA	5,720	5,748
43.0201	41	NA	500	541
43.0203	NA	NA	60	60
46.0101	66	67	NA	133
46.0201	1,883	827	NA	2,710
46.0301	134	806	NA	940
46.0302	174	1,253	NA	1,427
46.0401	157	33	NA	190
46.0408	NA	NA	NA	NA
46.0499	NA	230	NA	230
46.0501	18	1,190	NA	1,208
46.9999	1,441	879	406	2,726
47.0101	815	657	NA	1,472
47.0102	NA	NA	NA	NA
47.0103	13	NA	47	60
47.0104	NA	12	NA	12
47.0105	247	55	NA	302
47.0106	NA	NA	NA	NA
47.0201	404	932	218	1,554
47.0302	NA	16	NA	16
47.0303	NA	765	NA	765
47.0304	NA	NA	NA	NA

APPENDIX A
TABLE IX (CONTINUED)

(1992-93 TRADE AND INDUSTRIAL ENROLLMENTS CONTINUED)

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
47.0399	22	NA	NA	22
47.0501	NA	75	NA	75
47.0603	1,464	695	61	2,220
47.0604	2,184	693	79	2,956
47.0605	182	7	15	204
47.0606	253	270	NA	523
47.0607	15	1,761	39	1,815
47.0608	14	664	3	681
47.0609	NA	200	134	334
47.0611	NA	NA	NA	NA
47.0699	45	22	NA	67
48.0101	651	557	1,814	3,022
48.0103	NA	NA	NA	NA
48.0199	NA	174	57	231
48.0201	778	97	2	877
48.0212	NA	166	NA	166
48.0299	NA	37	NA	37
48.0303	NA	40	NA	40
48.0399	NA	NA	NA	NA
48.0501	420	710	618	1,748
48.0503	NA	24	NA	24
48.0506	NA	1,000	NA	1,000
48.0507	NA	155	NA	155
48.0508	914	1,237	108	2,259
48.0599	39	72	NA	111
48.0703	89	42	NA	131
49.0101	NA	NA	NA	NA
49.0104	NA	250	115	365
49.0106	NA	NA	NA	NA
49.0202	NA	614	NA	614
49.0205	NA	101	287	388
49.0306	74	30	NA	104
50.0201	15	NA	NA	15

APPENDIX A
TABLE IX (Continued)

(1992-93 TRADE AND INDUSTRIAL ENROLLMENTS CONTINUED)

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
50.0402	171	NA	1,053	1,224
50.0404	NA	42	NA	42
50.0406	NA	8	223	231
TOTALS	13,437	23,509	11,650	48,596

APPENDIX A
TABLE X

1992-93 SPECIAL NEEDS ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
99.0100	1,092	NA	NA	1,092
99.0103	NA	192	NA	192
99.0106	NA	NA	NA	NA
99.0301	NA	NA	NA	NA
99.0302	2,840	NA	NA	2,840
99.0303	1,354	489	NA	1,843
99.0400	939	1,349	NA	2,288
TOTALS	6,225	2,030	NA	8,255

APPENDIX A
TABLE XI

1992-93 STUDENTS RECEIVING SINGLE PARENT/ HOMEMAKER SERVICES AND SEX BIAS SERVICES

	SECONDARY	ADULT	POSTSECONDARY	TOTAL
Single Parent	232	4,813	3,490	8,535
Sex Bias (Nontraditional)	6,338	901	648	7887
TOTAL	6,570	5,714	4,138	16,422

APPENDIX B
TABLE I

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1992 SECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMPLOYED NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUCATION NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
00.0000	COE	932	421	89	162	98	50	12	57	19	24
01.0101	AG MGMT	380	99	49	139	59	19	6	8	6	5
01.0201	AG MECH	1,400	590	254	316	207	38	13	38	55	49
01.0301	AG PROD	319	96	65	69	47	12	3	6	4	17
01.0401	AG PROT	13	7	1	4	0	0	0	0	0	1
01.0501	AG SUPP	207	59	40	57	34	7	1	2	3	4
01.0601	HORTICU	755	143	194	138	160	30	8	34	8	31
01.9999	AG OTHE	99	30	15	26	16	1	0	1	0	10
02.0101	AG SCIE	334	75	58	76	63	17	13	20	1	11
03.0101	AG RESO	245	53	59	52	41	13	4	6	6	11
03.0401	FORESTR	98	14	33	17	22	3	2	1	0	6
08.0000	MKTING	5,233	1,833	406	1,453	687	198	120	302	97	137
10.0104	BTY TC	13	0	5	1	2	0	2	0	1	2
12.0403	COSMETO	68	34	12	0	6	13	3	0	0	0
20.0202	CC PROV	208	48	62	32	23	32	6	4	0	1
20.0303	CGA WKR	43	3	13	0	10	11	0	5	0	1
20.0306	FNFAB C	10	2	2	1	2	3	0	0	0	0
20.0401	INFOGEN	368	156	51	30	26	19	43	35	3	5
20.0604	CUSTCAR	16	5	0	4	0	7	0	0	0	0
20.9999	VOHE OT	5	2	2	0	0	1	0	0	0	0
43.0107	LAW ENF	10	0	3	1	0	3	0	0	3	0
43.0201	FIRE TC	6	2	0	2	0	1	1	0	0	0
46.0000	T AND I	1,003	457	136	121	93	62	32	51	36	15
46.0101	MASONRY	39	11	14	8	1	3	0	0	0	2
46.0201	CARPENT	913	327	270	65	105	50	11	25	22	38
46.0301	ELC T G	13	2	5	5	1	0	0	0	0	0
46.0302	ELECTRN	32	8	7	7	0	5	0	0	5	0
46.0401	BLDG MA	147	29	48	11	15	29	1	5	4	5
46.0501	PLUMBER	9	0	7	0	2	0	0	0	0	0
46.9999	CON T O	17	13	0	1	1	2	0	0	0	0
47.0101	EL EN G	420	53	105	124	36	15	11	9	48	19
47.0103	C S INS	5	0	3	2	0	0	0	0	0	0
47.0105	IND ELC	122	22	34	38	11	2	2	3	7	3
47.0201	H AC RE	267	81	87	38	25	17	6	5	5	3
47.0399	IN E MA	5	2	0	2	0	0	0	0	1	0
47.0603	A BOD R	733	182	285	85	60	47	13	19	13	29
47.0604	AU MECH	1,203	313	407	182	103	65	17	37	57	22
47.0605	DIESL M	94	42	25	9	6	9	0	1	1	1
47.0606	SM EN R	140	28	56	9	8	12	6	6	11	4
47.0607	A M T A	5	0	4	0	0	0	1	0	0	0
47.0699	VEHMEOT	8	3	1	1	0	2	0	0	1	0
48.0101	DRAFT G	308	32	69	112	31	27	4	9	8	16
48.0201	GR P G	385	69	144	46	61	35	16	6	1	7
48.0501	MACH TC	254	58	86	40	14	22	5	9	13	7
48.0508	WELDING	532	184	183	47	28	39	7	11	17	16
48.0599	MET FAB	9	5	3	1	0	0	0	0	0	0
48.0703	CAB MIL	45	12	17	11	0	1	2	1	1	0
49.0306	MARI MA	19	7	4	4	1	0	0	1	0	2
50.0201	CRAFTS	7	1	6	0	0	0	0	0	0	0

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APPENDIX B
TABLE I (CONTINUED)

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1992 SECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMPLOYED NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUCATION NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
50 0402	COM ART	125	14	48	30	12	13	3	0	2	3
51 2401	HLTH AI	1,127	345	176	352	51	78	58	44	20	3
52 0204	OFF SUP	15	0	2	12	0	0	0	37	0	1
52 0302	ACCOUNT	910	103	148	306	235	46	6	0	6	23
52 0407	DATA EN	29	10	9	3	3	2	2	162	0	0
52 0408	GEN OFF	3,674	879	554	1,129	552	230	104	1	33	31
52 1202	PROGRAM	212	27	58	70	19	25	4	0	3	5
52 1205	COMPUTE	196	24	40	82	16	14	9	4	7	4
52 1299	BUSINFOT	369	37	83	94	118	14	7	2	8	4
52 9999	BUS OTH	10	3	1	1	2	1	0	9	0	0
GRAND TOTALS		24,363	7,055	4,538	5,668	3,113	1,345	563	967	536	578

APPENDIX B
TABLE II

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1992 POSTSECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMPLOYED NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUCATION NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
01.0101	AG MGMT	6	4	1	1	0	0	0	0	0	0
01.0201	AG MECH	11	2	1	4	4	0	0	0	0	0
01.0301	AG PROD	1	1	0	0	0	0	0	0	0	0
01.0501	AG SUPP	40	37	0	2	0	0	0	1	0	0
01.0601	HORTICU	33	21	6	1	0	0	1	4	0	0
04.0501	INT ARC	12	8	1	2	0	0	1	0	0	0
08.0000	MKTING	327	210	35	27	8	0	7	33	0	1
10.0104	RTV TC	14	7	4	1	0	6	0	2	0	0
12.0301	FU SERV	7	6	0	0	0	0	0	1	0	0
15.0101	ARCH TC	21	11	5	5	0	0	0	0	0	0
15.0201	CVLENTC	4	2	0	1	0	0	0	0	0	0
15.0303	ELEC TC	166	74	31	14	1	1	4	27	1	0
15.0304	LASTECH	12	5	3	0	0	14	2	2	0	0
15.0401	BI EN T	6	3	1	1	0	0	0	1	0	0
15.0402	COMA TC	6	3	0	1	0	0	0	0	0	0
15.0405	ROBTECH	13	5	2	3	0	2	1	1	0	0
15.0501	H AR TC	79	45	15	1	1	1	2	13	0	0
15.0506	WST W T	42	17	3	15	0	2	0	6	0	0
15.0603	INMANTC	6	4	1	0	0	0	0	1	0	0
15.0702	QU C TC	13	8	0	0	1	0	0	1	0	0
15.0803	AUTO TC	60	39	5	5	0	0	0	7	0	0
15.0805	MC F TC	9	7	0	1	0	0	0	0	0	0
15.1001	CONTECH	10	5	2	0	1	0	0	1	0	0
20.0203	CC MANG	133	90	4	14	2	0	5	16	0	0
20.0306	FSFAB C	24	14	1	0	0	5	0	6	0	0
20.0401	INFOGEN	14	8	2	1	1	3	1	1	0	0
20.0404	DIET AS	5	4	0	0	0	0	0	0	0	0
20.9999	VOHE OT	48	19	6	11	1	1	0	4	0	0
41.0301	CHEM TC	20	13	3	1	0	0	1	2	0	0
43.0107	LAW ENF	261	83	35	36	6	3	2	87	4	0
43.0201	FIRE TC	31	29	0	0	0	1	0	2	0	0
43.0203	FIRESCT	4	4	0	0	0	1	0	0	0	0
47.0103	C S INS	13	10	1	2	0	0	0	0	0	0
47.0608	A M T P	71	16	25	4	2	0	1	18	0	0
48.0101	DRAFT G	88	39	17	12	0	0	1	13	0	0
48.0501	MACH TC	44	33	5	4	0	2	1	0	0	0
48.0503	MACH SH	6	4	0	0	0	1	0	2	0	0
48.0508	WELDING	5	1	2	0	0	0	1	1	0	0
49.0104	AVIA MG	2	0	2	0	0	0	0	0	0	0
49.0205	VEH OPR	456	447	5	0	0	0	0	4	0	0
50.0402	COM ART	52	18	6	13	0	0	3	10	0	0
50.0404	IND DES	48	25	11	7	1	0	1	1	0	0
50.0406	COM PHO	10	4	1	2	1	0	0	1	0	0
51.0601	DENT AS	50	40	2	1	0	0	1	3	0	0
51.0602	DENT HY	50	31	0	0	0	2	0	19	0	0
51.0603	DLAB TC	10	8	0	0	0	0	1	0	0	0
51.0703	HLUNCOR	23	14	2	0	0	1	3	3	0	0

APPENDIX B
TABLE II (CONTINUED)

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1992 POSTSECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMPLOYED NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUCATION NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
51.0707	MR TECH	32	24	0	0	0	2	0	7	0	0
51.0803	DC TH AS	40	33	0	1	0	2	0	6	0	0
51.0806	PHTH AS	39	32	0	1	0	0	0	6	0	0
51.0899	HLASTOT	10	10	0	0	0	0	0	0	0	0
51.0904	EMTECH	53	32	8	5	0	0	3	5	0	0
51.0907	MRAD TC	28	18	0	4	1	0	0	5	0	0
51.0908	RSTH TC	50	43	0	2	0	0	1	2	0	0
51.0909	SURG TC	22	20	0	0	2	1	0	0	0	0
51.0910	DGMEDSO	13	13	0	0	0	6	0	0	1	0
51.1004	MLAB TC	40	31	1	2	1	0	1	3	0	0
51.1601	REG NUR	799	685	1	1	0	0	10	97	0	0
51.1613	PRC NUR	247	173	2	59	0	3	3	6	1	0
51.1614	NURSE AS	72	65	2	4	0	0	0	0	0	0
51.9999	HLRELOT	15	14	0	0	0	2	0	1	0	0
52.0201	BUS MAN	68	30	17	4	1	0	3	9	0	0
52.0204	OFF SUP	12	8	0	0	1	6	0	2	0	0
52.0302	ACCOUNT	74	42	9	5	0	13	6	7	0	0
52.0401	SECRETA	241	131	27	28	5	1	8	30	1	0
52.0403	LEG SEC	155	71	29	12	5	0	4	23	0	0
52.0404	MED SEC	36	25	5	2	0	0	1	1	0	0
52.0408	GEN OFF	96	60	7	7	0	0	3	9	0	0
52.0803	BANKING	2	2	0	0	0	0	0	0	0	0
52.1202	PROGRAM	167	86	24	18	6	2	5	19	0	0
52.1203	SYS ANA	25	18	2	1	0	2	0	4	0	0
52.1205	COMPUTE	42	24	10	4	1	0	0	0	0	0
52.1299	BUINFOT	8	3	2	0	0	0	0	2	0	0
52.9999	BUSOTH	10	4	2	0	0	0	1	1	0	0
GRAND TOTALS		4,762	3,175	394	353	53	86	89	539	8	1

APPENDIX B
TABLE III

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1992 ADULT EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMPLOYED NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUCATION NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
01.0101	AG MGMT	10	10	0	0	0	0	0	0	0	0
01.0201	AG MECH	28	14	4	10	0	0	0	0	0	0
01.0501	AG SUPP	9	8	1	0	0	0	0	0	0	0
10.0100	COMM TC	8	7	0	0	0	0	1	0	0	0
12.0403	COSMETO	44	32	5	2	0	5	0	0	0	0
15.0201	CVLENTC	4	4	0	0	0	0	0	0	0	0
46.0301	ELC T G	22	19	3	0	0	0	0	0	0	0
47.0101	EL EN G	63	28	13	10	3	4	3	1	1	0
47.0201	H AC RE	45	22	9	9	0	3	2	0	0	0
47.0302	HE MAIN	10	6	2	0	0	2	0	0	0	0
47.0603	A BOD R	26	21	2	2	0	1	0	0	0	0
47.0604	AU MECH	77	56	15	4	0	0	2	0	0	0
47.0607	A M T A	22	0	19	0	0	3	0	0	0	0
47.0608	A M T P	13	13	0	0	0	0	0	0	0	0
47.0609	AVIATIO	8	6	2	0	0	0	0	0	0	0
48.0101	DRAFT G	38	25	6	3	0	2	1	0	0	0
48.0501	MACH TC	26	20	4	1	0	0	1	0	0	1
48.0508	WELDING	30	9	10	7	0	2	2	0	0	0
48.0703	CAB MH	15	6	3	5	0	0	1	0	0	0
49.0202	CO EQ O	32	22	8	2	0	0	0	0	0	0
49.0205	VEH OPR	61	42	4	0	0	3	0	12	0	0
51.0601	DENT AS	18	15	2	1	0	0	0	0	0	0
51.0904	EM TECH	50	47	0	2	0	1	0	0	0	0
51.0907	MRAD TC	18	5	1	12	0	0	0	0	0	0
51.0908	RSTH TC	55	37	4	2	0	11	1	0	0	0
51.1613	PRC NUR	758	647	20	27	2	19	12	10	12	0
52.0302	ACCOUNT	8	4	3	0	0	1	0	0	0	0
52.0403	LEG SEC	4	3	1	0	0	0	0	0	0	0
52.0404	MED SEC	7	5	1	1	0	0	0	0	0	0
52.0408	GEN OFF	311	143	33	41	20	28	15	30	0	1
52.1202	PROGRAM	21	11	7	1	0	1	1	0	0	0
52.1299	BUINFOT	11	0	2	3	5	1	0	0	0	0
GRAND TOTALS		1,852	1,287	193	145	30	87	42	53	13	2

B-5

APPENDIX B
TABLE IV

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1992 SECONDARY, POST SECONDARY, AND ADULT EXITERS
STATEWIDE TOTALS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMPLOYED NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUCATION NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
STATE TOTAL		30,977	11,517	5,125	6,166	3,196	1,582	694	3,550	557	581

APPENDIX C

MISSOURI
PERFORMANCE STANDARDS AND MEASURES
FOR VOCATIONAL EDUCATION

PERFORMANCE STANDARDS AND MEASURES FOR PREPARATORY VOCATIONAL EDUCATION PROGRAMS

MEASURE: **ACADEMIC ATTAINMENT**
(Mastery rate of basic and advanced academic skills in mathematics, English/communications, science and social studies/science for students enrolled in Department approved preparatory vocational education programs/courses.)

STANDARD: I.1 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate attainment of basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.**

A. **Secondary students will demonstrate mastery of _____ percent (%) of the key skills on the 10th grade Missouri Mastery and Achievement Test at the 12th grade.**

B. **Postsecondary students will demonstrate mastery of _____ percent (%) of the skills on an institutionally identified and Department approved academic assessment at the completion of a vocational education program of study.**

ADJUSTMENTS:

- Secondary students with disabilities whose academic education experiences are modified by an individualized education plan (IEP) should not be included in the attainment calculation. Academic skill attainment for students with disabilities whose IEP committee has exempted them from taking the MMAT will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP.

- The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT at grade 10 should not be included in the attainment calculation.

- Postsecondary students who transfer from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the attainment calculation.

NOTE: The determination of the mastery percentage of mean score of mastered academic skills used in this standard will not be determined until data regarding projected and actual scores are gathered and analyzed with the assistance of the Center for Educational Assessment at the University of Missouri-Columbia.

MEASURE: ACADEMIC GAIN
(Rate of gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science for students enrolled in Department approved preparatory vocational education programs/courses.)

STANDARD: I.2 All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

A. Secondary students will demonstrate at least a _____ point scaled score gain between the 10th grade and the 12th grade on the 10th grade Missouri Mastery and Achievement Test.

B. Postsecondary students will demonstrate at least a _____ percent (%) gain between entry into and completion of a vocational education program of study on an institutionally identified and Department approved academic assessment instrument.

ADJUSTMENTS:

- Secondary students with disabilities whose academic educational experiences are modified by an individualized education plan (IEP) should not be included in the gain calculation. Academic skill gain for students with disabilities whose IEP committee has exempted them for taking the MMAT will be assessed by the change in attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP.

- The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT at grade 10 should not be included in the gain calculation.

- Postsecondary students who transferred from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the gain calculation.

NOTE: The determination of the percent of gain used in this standard will not be determined until data regarding the projected and actual scores are gathered and analyzed with the assistance of the Center for Educational Assessment at the University of Missouri-Columbia.

MEASURE: **OCCUPATIONAL COMPETENCE**
(Mastery rate of occupational and employability skills for students enrolled in a Department approved preparatory vocational education program/course.)

STANDARD: **I.3 All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate mastery of eighty percent (80%) of the essential occupational and employability skills necessary for entry-level employment as identified by the district/institution and approved by the Department.**

ADJUSTMENTS:

- Students with disabilities whose occupational education experiences are modified by an individualized educational plan (IEP) should not be included in the attainment calculation. Occupational skill attainment for students with disabilities whose IEP committee has modified their vocational education course of study will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures and criteria identified in each student's IEP.

MEASURE: **STUDENT ACCESS**
(Participation rate of individuals who are members of special populations groups (students who are economically or educationally disadvantaged, have limited English proficiency, or have disabilities) in Department approved preparatory vocational education programs/courses.)

STANDARD: **I.4 The proportion of participation of individuals who are members of special populations groups in preparatory vocational education programs/ courses is equal to or greater than the proportion of their membership in the relevant district/institution population.**

ADJUSTMENTS:

- Districts/institutions which do not attain this proportion must maintain a five percent (5%) annual gain in the proportion of special populations participation in vocational education programs/courses.

MEASURE: **PLACEMENT**
(Placement rate of vocational education students who have enrolled in Department approved preparatory vocational education programs/courses into employment, further training/education, or military service.)

STANDARD: I.5 **The rate of placement of students who have enrolled in preparatory vocational education programs/courses into employment, further training/education or military service will be eighty-five percent (85%).**

ADJUSTMENTS:

This rate may be calculated by district/institution, or by individual vocational education program/course; and annually or an average of the past three years.

PERFORMANCE STANDARDS AND MEASURES FOR SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAMS

MEASURE: **OCCUPATIONAL COMPETENCE**
(Mastery rate of occupational skills for students enrolled in a Department approved supplemental vocational education program/course.)

STANDARD: II.1 **All vocational education students enrolled in a supplemental vocational education program/ course will demonstrate mastery of eighty percent (80%) of the occupational skills identified by the district/institution.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES CORRECTIONS PROGRAMS

MEASURE: **PLACEMENT**
(Placement rate of criminal offenders participating in Department approved vocational programs and/or services provided by corrections programs of the Department of Corrections and the Division of Youth Services.)

STANDARD: III.1 **The rate of placement of criminal offenders participating in corrections programs into employment or training for employment will be seventy percent (70%) within one hundred eighty (180) days after their release from incarceration.**

ADJUSTMENT:

None.

PERFORMANCE STANDARDS AND MEASURES
FOR PROGRAMS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS,
SINGLE PREGNANT WOMEN, AND GIRLS/WOMEN
AGES 14-25; AND PROGRAMS DESIGNED TO ELIMINATE
SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION

MEASURE: **PARTICIPATION**
(Increase in client participation in Department approved and funded single parent and equity programs.)

STANDARD: **IV.1 A two percent (2%) annual increase in the number of participants being served will be achieved by programs for single parents, displaced homemakers, single pregnant women, and girls/women ages 14-25; and programs designed to eliminate sex bias and stereotyping in vocational education.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES
FOR COMMUNITY-BASED ORGANIZATION PROGRAMS

MEASURE: **PLACEMENT**
(Placement rate into employment or training for employment of clients participating in programs and/or services provided through Department approved joint projects of community-based organizations and local education agencies.)

STANDARD: **V.1 The rate of placement of clients into employment or training for employment will be seventy percent (70%) within ninety (90) days after conclusion of their participation in community-based organization programs/ services.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES FOR CONSUMER AND HOMEMAKING PROGRAMS

MEASURE: STUDENT ACCESS
(Participation rate of students enrolled in Department approved consumer and homemaking courses.)

STANDARD: VI.1 The percentage of participation of secondary students enrolled in at least one Department approved consumer and homemaking course shall increase one percent (1%) annually at the local education agency (district) level.

ADJUSTMENTS:

Local education agencies with a participation rate of ninety-five percent (95%) or greater will not be required to meet the annual increase.

MEASURE: NONTRADITIONAL STUDENT ACCESS
(Participation rate of secondary male students enrolled in Department approved consumer and homemaking courses.)

STANDARD: VI.2 The proportion of participation of male secondary students in at least one Department approved consumer and homemaking course will be equal to or greater than forty percent (40%) of the local education agency's (district's) secondary population (grades 9-12).

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES FOR TECH-PREP EDUCATION

MEASURE: RETENTION
(Retention rate of students participating in a Department approved tech-prep education program.)

STANDARD: VII.1 The annual retention rate of students continuing to participate in a tech-prep education program (two years at the secondary level plus two years at the postsecondary level) will be eighty percent (80%).

ADJUSTMENTS:

The retention rate calculation may include those students who are placed into related employment or continued education after the second or third year of the 2 + 2 tech-prep education program.

PERFORMANCE STANDARDS AND MEASURES FOR VOCATIONAL EDUCATION
VOCATIONAL EDUCATION PREPARATORY PROGRAMS BENEFITTING FROM II-C FUNDING

GENERAL RULE

The following vocational education preparatory programs are considered by the Department to have benefitted from Title II-C federal vocational education funding and are subject to the Performance Standards and Measures for Vocational Education.

SECONDARY LEVEL

Area Vocational Schools (AVS) and Consortia with AVS

- All occupational training programs at AVS
- Any occupational training programs at consortium comprehensive high schools (CHS) that benefitted because of:

  --equipment purchases
  --curriculum purchases, or curriculum development or modification activities expenditures
  --special populations supportive services expenditures at CHS locations for students enrolled in vocational education programs at CHS

Comprehensive High Schools (CHS) and Consortia with CHS

- All occupational training programs at CHS, and all CHS locations if in consortium

POSTSECONDARY LEVEL

Area Vocational Schools (AVS) and Technical College

- All long-term adult occupational training programs (500 instructional hours or over)

Community Colleges and 4-Year Institutions

- All associate degree or certificate vocational/occupational training programs

APPENDIX D
TABLE I

1992-93 FEMALE VOCATIONAL ENROLLMENT BY LEVEL

LEVEL	1992	1993	PERCENT OF CHANGE
Secondary	67,407	66,773	- 0.9%
Postsecondary	39,129	33,271	- 15.0%
Adult	57,178	51,380	- 10.1%
TOTAL	163,714	151,424	- 7.5%

APPENDIX D
TABLE II

1992-93 MALE AND FEMALE ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS
BY LEVEL

LEVEL	MALE	FEMALE	TOTAL
Secondary	50,374	66,098	116,472
Postsecondary	29,635	37,181	66,816
Adult	51,759	51,380	103,139
TOTAL	131,768	154,659	286,427
PERCENTAGE	46.0%	54.0%	100.0%

APPENDIX D
TABLE III

FY 1993

FEMALES SERVED IN SINGLE PARENT/DISPLACED HOMEMAKER PROGRAMS

SECONDARY	POSTSECONDARY	ADULT	TOTAL
232	4,813	3,490	8,535

APPENDIX D
TABLE IV

FY 1993 FEDERAL FUNDS EXPENDED FOR SINGLE PARENT AND DISPLACED HOMEMAKERS
BY SERVICE CATEGORY

SERVICE CATEGORY	AMOUNT	PERCENTAGE
Outreach and Orientation (Salaries)	$ 827,333	57.8%
Tuition	$ 263,601	18.4%
Child Care	$ 5,578	0.4%
Other (Instructional Materials and Administration)	$ 334,924	23.4%
TOTAL	$1,431,436	100.0%

APPENDIX E

SINGLE PARENT AND DISPLACED HOMEMAKER REGIONAL CENTERS

REGION I	-Maryville
Name:	**New Perspectives**
Funding Agency:	Northwest Missouri Area Vocational School Maryville, Missouri
Funding Level:	$74,048
Contact Person:	Shirley Twombly
Number Served:	583
Number Enrolled in Vocational Training:	265

REGION II	-Kirksville
Name:	**New Perspectives**
Funding Agency:	Kirksville Area Vocational Technical Center Kirksville, Missouri
Funding Level:	$73,948
Contact Person:	Cheryl Lock
Number Served:	853
Number Enrolled in Vocational Training:	497

REGION III	-Platte County
Name:	**New Perspectives**
Funding Agency:	Northland Career Center Platte City, Missouri
Funding Level:	$81,978
Contact Person:	Cheryl Parks Hill
Number Served:	660
Number Enrolled in Vocational Training:	276

REGION IV	-Rolla
Name:	**New Perspectives**
Funding Agency:	Rolla Area Vocational School Rolla, Missouri
Funding Level:	$81,978
Contact Person:	Laura Hendley
Number Served:	312
Number Enrolled in Vocational Training:	110

SINGLE PARENT AND DISPLACED HOMEMAKER REGIONAL CENTERS (continued)

REGION V	-Park Hills
Name:	**Career Connection**
Funding Agency:	Mineral Area College Park Hills, Missouri
Funding Level:	$89,778
Contact Person:	Nancy Wegge
Number Served:	1,697
Number Enrolled in Vocational Training:	1,045

REGION VI	-Springfield
Name:	**New Perspectives**
Funding Agency:	Heart of the Ozarks Technical Community College Springfield, Missouri
Funding Level:	$81,978
Contact Person:	Shawn Arnold
Number Served:	789
Number Enrolled in Vocational Training:	517

REGION VI	-Poplar Bluff
Name:	**New Perspectives**
Funding Agency:	Three Rivers Community College Poplar Bluff, Missouri
Funding Level:	$73,948
Contact Person:	Doris Pearson
Number Served:	337
Number Enrolled in Vocational Training:	258

REGION A	-Kansas City
Name:	**New Perspectives**
Funding Agency:	Metropolitan Community College District Kansas City, Missouri
Funding Level:	$23,744
Contact Person:	Charles Henry
Number Served:	519
Number Enrolled in Vocational Training:	274

REGION B -St. Louis

Name:	**Careers for Homemakers**
Funding Agency:	St. Louis Community College District St. Louis, Missouri
Funding Level:	$128,794
Contact Person:	Marlene Hanks
Number Served:	1,835
Number Enrolled in Vocational Training:	1,557

APPENDIX F

SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT INTAKE FORM

CLIENT INTAKE FORM

FOR OFFICE USE ONLY

Process Code:_____ Year_____ Quarter_____
D - Dropped
C - Completed

Placed:____
R - Related
N - Nonrelated
U - Unemployed

Date:_____

Financial Aid Factor:_____

Social Security Number_____ Today's Date_____ Fiscal Year_____ Quarter_____

1. Contact Information

First Name_____ Last Name_____ Other_____

Street_____

City_____ State_____ ZIP_____ County_____

Home Telephone ( )_____ Work Telephone ( )_____

Birth Date_____ Sex (____M____F) Is participant a welfare work/training program registrant? Yes No

2. Educational Level:
a.___under high school
b.___high school grad/GED
c.___post high school
d.___college graduate
e.___post college
f.___graduate degree
g.___educationally disadvantaged

3. Number/Age of Children
Pregnant? (Y/N)_____
Number of Dependents_____
Number of Children_____
___0 - 2 years
___3 - 5 years
___6 - 12 years
___13 - 18 years
___19 - 21 years
___Over 21 years

4. Out of Labor Force: FT PT
a. Less than 1 year
b.___1 - 5 years
c.___6 - 10 years
d.___Over 10 years
e.___Never employed
f.___Currently working

5. Work History FT PT
(in labor force)
a.___0 - 1/2 year
b.___1/2 - 2 years
c.___3 - 5 years
d.___6 - 10 years
e.___11 - 15 years
f.___16 - 20 years
g.___21 - 25 years
h.___26 - 30 years
i.___31 - 35 years
j.___36 years or more

6. Occupational Group
a.___Managerial/Administrative
b.___Professional/Technical
c.___Sales
d.___Clerical
e.___Skilled trade/craftworker
f.___Operative
g.___Service worker
h.___Not applicable, no work outside home

7. Gross Family Income
a.___ 0 - 5,000
b.___ 5,001 - 7,500
c.___ 7,501 - 10,000
d.___10,001 - 12,500
e.___12,501 - 15,000
f.___15,001 - 30,000
g.___30,001 - 50,000

8. Race
a.___White Non-Hispanic
b.___Black Non-Hispanic
c.___American Ind./AK Native
d.___Hispanic
e.___Asian/Pacific Islander
f.___Not a U.S. Citizen
g.___Other
_____

9. Income Source
a.___Social Security
b.___AFDC
c.___Child Support
d.___Maintenance
e.___Unemployment benefits
f.___Disability benefits
g.___Wages
h.___VA (retirement)
i.___VA (Education)
j.___None
k.___Other

10. Sources of Client Contact
a.___Radio or TV
b.___Newspaper
c.___Brochures
d.___Counselor
e.___Friend
f.___Other
g.___No response
Enter person's name or agency name here
_____

11. Client Eligible Under
CHOOSE ONLY ONE
a.___Single Parent
c.___Displaced Homemaker
d.___Male Nontraditional
e.___Female Nontraditional
f.___Girls and Women 14-25
MARITAL STATUS
___Married___Disabled Spouse
___Single
___Separated
___Divorced
___Widowed

12. Needs
a.___Career Education
b.___Child Care
c.___Education
d.___Financial Aid
e.___Health
f.___Housing
g.___Job Seeking
h.___Legal
i.___Personal Development
j.___Transportation
k.___Other

13. Action
a.___Adult Ed Program
b.___AFDC
c.___Counseling
d.___Education/Training
e.___JTPA
f.___Legal
g.___University
h.___Vocational Rehab.
i.___Vocational School
j.___Other
k.___Community College

14. AVTS or Community College: _____ 15. Regional Center Number: _____

I understand that all of the information on this and any other project record is STRICTLY CONFIDENTIAL. Any information which might be used for statistical purposes may contain my name, but will not be released to the general public.

I authorize the project to consult with and release any pertinent data to support services, prospective employers, and/or training personnel on my behalf.

_____ _____
Participant's Signature Date

Revised 6/23/92

BEST COPY AVAILABLE

16. Work History

List most recent job experience:

DATES	OCCUPATION	DUTIES/RESPONSIBILITIES	HOW LONG

17. Volunteer History:
Have you ever done volunteer work?

a.___Church
b.___School
c.___Hospital
d.___Community Organizations
e.___Gov't/Nonprofit agency
f.___Other:

If yes, please give:

DATES	ORGANIZATIONS	DUTIES/RESPONSIBILITIES	HOW LONG

APPENDIX G

MODEL
SINGLE PARENT OR HOMEMAKER CLIENT
DETERMINATION OF GREATEST NEED

Client Name or ID _____

	(1 to 10 possible for each)	POINTS
Age		_____
Evaluation and Training		_____
Length of Training		_____
Dependents		_____
Income		_____
Work Activity		_____
Work History		_____
	TOTAL (70 points possible)	_____

To determine the priority status, rank the clients from highest to lowest points.

CLIENT NAME	POINTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

MODEL

SINGLE PARENT OR HOMEMAKER CLIENT DETERMINATION OF GREATEST NEED

(PRIORITY SCHEDULING VIA MATHEMATICAL EVALUATION)

NAME _____ TOTAL POINTS _____

POINTS BY CATEGORY		5	10	15	20	25	30	35	40	45	50
_____	AGE	10-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61+
_____	ELIGIBILITY					SP/HM					DHM
_____	INCOME (Total)					Over 15,001	12,501 15,000	10,001 12,500	7,501 10,000	5,001 7,500	0 5,000
_____	# DEPENDENTS	1	2	3	4	5	6	7	8	9	10
_____	EDUCATION (Yrs Completed)	Grad Degree	Post College	College Grad					Post H.S.	HS Grad/GED	Under H.S.
_____	WORK ACTIVITY (Absent from Significant full-time employment)	Currently Working		1 yr. or less		1-5		6-10		Over 10	Never Empl.
_____	LENGTH TRAINING (Hours)	600-700			700-800			800-900			900+

FINANCIAL AID FACTORS

_____ % Tuition Paid

_____ Child Care

_____ Mileage

_____ Other

_____ SUBTOTAL

_____ TOTAL POINTS

G.2

97

98

APPENDIX H
TABLE I

STUDENTS IN VOCATIONAL EDUCATION PROGRAMS NONTRADITIONAL TO THEIR GENDER (SEX EQUITY)

LEVEL	MALE NONTRADITIONAL	FEMALE NONTRADITIONAL	GIRLS AND WOMEN 14-25	TOTAL
Secondary	1,479	570	4,289	6,338
Postsecondary	151	445	305	901
Adult	291	296	61	648
TOTAL	1,921	1,311	4,655	7,887

APPENDIX H
TABLE II

PERCENT FEMALE ENROLLMENT IN "NONTRADITIONAL" PROGRAMS
SIGNIFICANT ENROLLMENT - ABOVE 5 PERCENT

CIP	Program Description	Secondary	Post-Secondary	Adult
01.0101	Agricultural Management	30.4	--	26.4
01.0201	Agricultural Mechanization, Gen.	8.4	--	--
01.0301	Agricultural Production	28.8	22.5	24.5
01.0401	Agricultural & Food Products Proc.	11.1	--	--
01.0501	Agricultural Supplies	27.6	--	--
01.9999	Agriculture, Other	32.2	--	--
02.0101	Agricultural Science	26.2	--	--
03.0101	Agriculture Resources	25.1	--	--
03.0401	Forestry	22.4	--	--
10.0100	Comm. Tech.	--	--	11.2
15.0101	Architectural Engineering Tech.	--	17.3	--
15.0303	Electrical, Electronic Tech.	--	16.0	12.0
15.0304	Laser & Optical Tech.	--	21.0	--
15.0402	Computer Maintenance Tech.	--	25.0	32.3
15.0501	Heating, Air Conditioning, Refrig.	--	--	13.8
15.0506	Water Quality & Waste Water Treatment	--	7.2	--
15.0603	Industrial/Manufacturing Tech.	--	5.9	--
15.0699	Industrial Production Tech.	--	--	17.3
15.0701	Occupational Safety & Health Tech.	--	18.7	--
15.0702	Quality Control Tech.	--	29.9	--
15.0803	Automotive Engineering Tech.	--	6.0	--
15.0805	Mechanical Engineering/Tech.	--	8.9	--
15.1001	Construction/Building Tech.	--	12.6	--
27.0301	Applied Mathematics	--	--	21.4
43.0107	Law Enforcement	32.1	31.3	--
43.0201	Fire Protection & Tech.	29.2	7.4	--
46.0101	Masonry	--	--	5.9
46.0201	Carpentry	--	--	6.5
46.0301	Electrical & Power Transmission	--	--	5.3
46.0401	Building Maintenance	7.6	--	12.1
46.0499	Construction, Other	--	--	5.2
46.0501	Plumber	5.5	--	--
47.0101	Electrical & Electronics Equip. Inst.	8.2	--	10.5
47.0104	Computer Installer & Repairer	--	--	33.3
47.0105	Industrial Electronics Inst. & Repair	5.6	--	--
47.0303	Industrial Machinery Maint. & Repair	--	--	22.2
47.0607	Aircraft Mechanic/Tech. Airframe	--	10.2	--
47.0609	Aviation Systems Tech.	--	5.9	--
47.0699	Vehicle Mech. & Repairer	20.0	--	13.6
48.0101	Drafting, General	17.2	18.9	18.6
48.0199	Drafting, Other	--	--	20.1
48.0201	Graphic & Printing Equip. Operators, G.	--	--	23.7
48.0299	Graphic & Printing Equip. Operators, O.	--	--	13.5
48.0501	Machinist/Machine Tech.	6.4	6.8	6.4
48.0508	Welding	--	--	6.0
48.0703	Cabinet Maker & Millworker	6.7	--	7.1
49.0104	Aviation Management	--	19.1	--
49.0202	Construction Equipment Operator	--	--	18.0
49.0205	Truck, Bus & Other Commercial Operator	--	13.5	8.9
50.0201	Crafts, Folk Art	20.0	--	--
50.0404	Industrial Design	--	--	14.2

APPENDIX H
TABLE III

PERCENT MALE ENROLLMENT IN "NONTRADITIONAL" PROGRAMS
SIGNIFICANT ENROLLMENT - ABOVE 5 PERCENT

CIP	Program Description	Secondary	Post-Secondary	Adult
12.0403	Cosmetology	16.3	--	--
20.0102	Child Development, Guidance	--	--	14.2
20.0104	Consumer Education	--	--	13.9
20.0108	Food & Nutrition	--	--	11.6
20.0202	Child Care Provider	--	6.2	--
20.0203	Child Care Services Manager	--	6.8	--
20.0303	Commercial Garment Worker	10.6	10.2	--
20.0306	Fashion & Fabric Consultant	7.6	6.8	--
20.0401	Institutional Food Workers, Gen.	21.0	31.8	7.3
20.0404	Dietician Assistant	--	8.6	30.4
20.9999	Vocational Home Economics, Other	--	17.7	--
51.0707	Medical Records Tech.	--	13.7	--
51.0803	Occupational Therapy Assistant	--	10.6	--
51.0806	Physical Therapy Tech.	--	29.2	--
51.0907	Medical Radiologic Tech.	--	30.6	18.1
51.0908	Respiratory Therapy Tech.	--	34.0	20.0
51.0909	Surgical/Operating Room Tech.	--	--	26.6
51.0910	Diagnostic Medical Sonography Tech.	--	16.6	--
51.1004	Medical Lab Tech.	--	22.6	21.8
51.1601	Nursing R.N.	--	15.5	5.4
51.1613	Practical Nursing	--	20.7	8.9
51.1614	Nursing Assistant	--	18.7	13.5
51.1699	Nursing Other	--	9.4	10.8
51.2601	Health Aide	11.0	--	--
51.9999	Health Professions, Other	--	8.6	11.4
52.0204	Office Supervision & Mgmt.	--	27.8	--
52.0302	Accounting	--	--	17.5
52.0401	Secretarial	--	14.5	--
52.0403	Legal Secretary	--	10.6	14.2
52.0407	Data Entry	--	11.1	--
52.0408	General Office	14.9	10.1	16.5
52.0803	Banking	--	--	33.0
52.1203	Business Systems Analysis	--	--	32.1
52.1205	Business Computer Operator	--	--	26.4
52.1299	Business Information, Other	--	--	22.9

APPENDIX H
TABLE IV

FY 1993 FEDERAL FUNDS EXPENDED ON PROGRAMMING FOR
"NONTRADITIONAL" FEMALES, "NONTRADITIONAL" MALES, GIRLS AND WOMEN 14-25

SERVICE CATEGORY	AMOUNT	PERCENTAGE
Tuition	$ 176,068	28.2%
Outreach and Counseling (Salaries)	$ 181,955	29.1%
Other (Educational Materials, Basic Literacy Instruction, and Administration)	$ 265,336	42.5%
Child Care	$ 1,416	0.2%
TOTAL	$ 624,775	100.0%

APPENDIX I

STATEWIDE SEX BIAS AND STEREOTYPING PROJECTS

Name:	**Careers Unlimited**
Funding Agency:	Linn Technical College
Funding Level:	$60,992
Contact Person:	Roberta Buschjost
Project Objective:	To increase enrollment of women and girls in new and high technology programs through a series of five (5) interactive satellite teleconferences.

Name:	**Project SERVE**
Funding Agency:	University of Missouri-Columbia
Funding Level:	$60,992 (sex bias) $41,741 (single parent/displaced homemaker)
Contact Person:	Dr. Harley Schlichting
Project Objective:	To aid vocational education programs in nontraditional, single parent, and displaced homemaker recruitment. These services include outreach workshops, personal visits with local education agency officials, operating a computerized bulletin board, assistance in providing training materials, maintaining a free-loan library of resource materials, publishing a quarterly newsletter, and developing brochures and posters.

Name:	**Project ENTER**
Funding Agency:	University of Missouri-Columbia
Funding Level:	$42,694
Contact Person:	Dr. Harley Schlichting
Project Objective:	To provide technical assistance and act as a resource to faculty at area vocational schools and community colleges, to expand services and accessibility for men and women entering nontraditional occupations, and to develop individualized assistance plans for non-traditional students in various vocational education programs throughout the state.

Name:	**Standards and Measures Project**
Funding Agency:	University of Missouri-Columbia
Funding Level:	$ 6,099 (sex bias) $13,913 (single parent/displaced homemaker)
Contact Person:	Dr. Harley Schlichting
Project Objective:	To develop standards and measures for identifying resources, process and performance standards by an advisory committee of local practitioners and to host a national teleconference to provide technical assistance to equity personnel in the nation.

APPENDIX J

EXEMPLARY PROGRAMS

AT-RISK STUDENT CENTERS

An extremely successful activity which received continued support during FY 1993 was a combined effort using Carl D. Perkins Vocational and Applied Technology Education Act funds, state vocational education funds, and Job Training Partnership Act funds to establish sites to provide focused educational services to at-risk youth. These services were provided at area vocational schools to take advantage of the area school concept and because of the availability of expanded vocational skill training opportunities. During FY 1993, forty-eight (48) area vocational schools were providing specialized services for over 29,000 at-risk individuals.

The increasing concern about students in Missouri schools who exhibit the characteristics of a "dropout", and for those students who have actually left school, caused education administrators to search for answers to help these students provided the impetus to establish this program. Through the leadership of the State Director of Vocational Education the "At-Risk Center" program concept was established. Each center was designed to provide a connection between academic and occupational skill training for the students involved. This was accomplished through a realistic application of basic skills.

The first step in working with at-risk youth was assessment. This assessment included interest, aptitude, ability, and basic skills. In addition to assessment, at-risk youth were provided an opportunity to explore vocational offerings, and to receive information on employment preparation. The results of the assessment were used to develop an intervention strategy to meet the specific needs of each at-risk youth served. Three types of intervention were utilized:

1. Counseling - The counselor's sole responsibility was to provide intensified guidance services to address the needs of the at-risk youth. These services were provided in both individualized and small group counseling settings. The main purpose was to build self-esteem and provide youth a self-fulfilling prophecy for success.

2. Basic Skills Instruction - Instructional efforts to remediate basic skills deficiencies were provided. The goal was to exit each at-risk youth or dropout with occupational skills, and a high school diploma or GED.

3. At-Risk Center - Tutoring, remediation, high school credit toward graduation, or a GED were provided. Services were offered to several school districts in a prescribed service delivery area.

The effort to provide alternative education services for youth who are determined to be "at-risk" is only beginning. Missourians are concerned

about students who are not successful in school. This program, offered through vocational education, is one example of the efforts being made to improve our schools.

HIGH TECHNOLOGY RESOURCE CENTERS

The High Technology Training Resource Center concept was established during FY 1987. The mission of the centers continues to work cooperatively with the educational community to provide instructional services to business and industry in the St. Louis and Kansas City metropolitan areas. The two (2) centers have created a cooperative network of area educational institutions that develop programs for both large and small businesses.

Working closely with client companies from an initial needs assessment through final program delivery and evaluation, the centers have developed programs designed to achieve the most demanding training objectives. From highly technical, automated systems, to literacy and interpersonal skills, the centers respond to training needs quickly and efficiently.

As full service organizations, the centers provide:

- comprehensive training needs assessment,
- development and implementation of appropriate instructional strategies,
- a microcomputer software data base system to provide complete training records management, and
- professional printing, graphics, art and photography in final material production.

The centers' programs operate under a project management system, with specific objectives, performance criteria, and evaluation methods. The majority of work is conducted directly for a specific company or industrial firm. The results have had a direct impact on productivity and profitability.

GAMM PROJECT

The primary objective of the GAMM Project continues to be to provide consultant, management, and brokering services which result in training/ retraining opportunities to enhance the employability and entrepreneurial pursuits for individuals who have been forced out of agricultural production and agribusiness occupations, and to other individuals who have experienced lengthy periods of unemployment or underemployment. While continuing to emphasize its traditional services, GAMM has established an expanded focus to the entire rural community. It supports a philosophy that adult vocational education is essential to the wellness and economic vitality of the rural community.

Driven in its pursuit to serve the rural community, the GAMM Project expanded itself through serving as the primary operator for Job Training

Partnership Act (JTPA) programs in a nine (9) county area of Service Delivery Area 2. This created an enhanced delivery of vocational and job training services to the community. It further extended the impact of vocational training to the area.

The GAMM Project, excluding JTPA programs, provided training in two different ways. First through enrollment in area vocational schools, community colleges, and vocational proprietary schools; and second, through Individualized Contracted Instruction (ICI), in which an individual was trained on-the-job, while a portion of their wages are reimbursed to the employer.

Selection of training was client-driven. GAMM supports all applicants with extensive career counseling and assessment. Professional and para-professional counselors provide the support necessary for clients to reach realistic, and appropriate decisions about their training needs. This client-centered approach, matched with attention to labor market demand, employment outlook, quality training, and follow-up services have contributed to the project's high rate of client success.

The primary activities that the project provided are as follows:

1. Conducted informational and enrollment workshops to publicize the Program, inform local residents of its purpose, and begin the enrollment process for those who find the program applicable to them. (At least one workshop was held in each of the nine counties that GAMM served.)
2. Provided vocational evaluation assessment services for each client that applied to the GAMM Program, whether he/she was interested in skill training or on-the-job (I.C.I.) training.
3. Interviewed and counseled with each applicant who completed a vocational evaluation to help him/her make an appropriate skill training or I.C.I. selection. Final decisions about grant eligibility were made during this interview; and were based on job availability, test results, personal barriers which might interfere with completion of a training program, and motivation.
4. Contacted employers to develop and update a local employment opportunity list. Informed employers of the ICI program. Matched GAMM clients to appropriate I.C.I. training situation.
5. Placed graduating GAMM clients, and other clients seeking employment, in jobs compatible with their skills.
6. Provided specific, job-related testing for employers seeking qualified applicants.
7. Monitored academic progress of clients placed in each vocational program through visits to campuses and written evaluation forms.

8. Co-sponsored educational workshops with other agencies or groups (Extension Service, Employment Security, Chamber of Commerce) dealing with topics of local interest related to employment potential, economic development, and alternative farming information.

9. Held periodic, one- or two-day job search seminars for unemployed GAMM clients which covered basic job search skills (how to locate employment; developing a resume; application procedures; how to interview, and follow-up after the interview).

10. Offered a full array of adult and youth programs as JTPA operator in a seven county area.

Individuals in the service area applied for assistance through the program. In FY 1993, direct mail flyers to advertise enrollment workshops were sent to each resident in the nine (9) county service area (approximately 26,000). Additional applications were received through walk-in and call-in inquiries. Clients were also referred through several human resource agencies in the nine (9) county area. A total of 294 applications were received.

The past fiscal year saw 181 grants awarded to GAMM clients for enrollment in skill training programs, and nine (9) Individualized Contracted Instruction contracts approved. In addition to skill training program graduates, the GAMM Program assisted residents in the service area to locate employment. Of the participants served during FY 1993, eighty-four percent (84%) were female. Other client relate activities included production of fifty-two (52) client resumes and assistance in job seeking and referral information to eighty (80) clients. Ninety-seven percent (97%) of skill training participants completed training. Gamm participants enjoyed an eighty percent (80%) overall placement rate. The average wage at placement was $6.78.

During FY 1993, the community impact of GAMM was rewarded with a local entrepreneur's construction of a new office facility built specifically for the program. Additionally, through its initiative, the GAMM program worked with other northeast regional agencies to establish the Northeast Missouri Micro-Business Network. The focus of the group is to foster support for economic growth through small entrepreneurial enterprise. This is achieved through providing micro-business opportunity workshops and technical assistance coordination.

Recognizing limitations to vocational funding and an increase in demand for services, the GAMM program investigated the possibility of incorporating as a not-for-profit agency. It was determined that this would be advantageous to future operations of the program. On July 1, 1993, the program officially became GAMM, Inc. As a result of appropriate planning, GAMM Inc. will continue support of its original vocational education mission, but with an enhanced ability to combine added job training and community grant awards.

MISSOURI CUSTOMIZED TRAINING

Through the cooperative effort of the Missouri Division of Job Development and Training, the Department of Elementary and Secondary Education, and the state's Private Industry Councils; the Missouri Customized Training Program has continued to provide employers with employee job training programs and funding to help offset training costs. Employers have been provided access to a wide range of training services designed for their needs and the needs of their employees. Employers received financial assistance and tax credits to offset the cost of those services.

Three (3) goals have been established for the Customized Training Program:

1. Training and retraining workers to help meet the demands of new technologies and markets,
2. Create new jobs and expand the work force, and
3. Reduce the costs of training employees and increase company profits.

This program has been extremely successful in addressing the specialized training needs for Missouri's businesses and industries. During FY 1993 39,043 employees were trained for 176 companies.

VOCATIONAL ADMINISTRATIVE MANAGEMENT SYSTEM

The Vocational Administrative Management System (VAMS) was developed to provide a computerized instructional management software package to be used as a tool to assist local education institutions in recording, managing, and reporting information about instructional programs, school resources, and student outcomes. The VAMS was designed to support school-wide record keeping in a competency-based vocational education environment and can perform the following applications:

- Competency-based instructional management.
  - -- Define competencies by vocational program.
  - -- Prepare and maintain mastery records for individual students.
  - -- Score tests for mastery of specific competencies.
  - -- Summarize mastery reporting for individual students or classes.
- Attendance tracking and reporting.
- Grade records and reporting.
- Recording and reporting student follow-up information.
- Recording and reporting equipment inventories.
- Utility programs for custom designing new data bases and/or reports.

Fifty-six (56) of the 57 area vocational schools, one (1) comprehensive high school, and two (2) community colleges have purchased the VAMS software. Training, technical assistance, and software enhancement services were made available to all VAMS sites during FY 1993. The Department's efforts to provide leadership and support for the use of the VAMS has contributed to significant progress in improving the design and delivery of instructional programs, and administrative information management in the state's vocational education delivery system. In addition, the VAMS will play an important role in the implementation of the state's system of core standards and performance measures for vocational education.

EFFECTIVENESS INDEX FORMULA

In FY 1993, the Department again provided a portion of state vocational education funds to support area vocational schools by using a funding mechanism which provides incentives for improving their labor market effectiveness. The Effectiveness Index/Incentive Funding (EI/IF) was administered to distribute $4.3 million in state funds.

This alternative incentive funding practice was prompted by a study of vocational education trends and priorities which was supported by the 1983 Missouri General Assembly, and conducted in 1984. This study recommended that action be taken by the Department to consider such factors as duplication of programming, labor market demands, labor supply, and placement rates of vocationally educated students in the funding and approval of vocational education programs.

This performance-based funding mechanism was based on two (2) factors, estimated labor market supply and demand for workers completing specific vocational programs; and the actual placement of program exiters. Separate scores were calculated for each component and then summed to obtain an AVS's total effectiveness score. The total effectiveness score determined the amount of reimbursement that was received for each unit of instruction delivered by each school.

Missouri's performance-based funding system has reemphasized accountability in the public delivery system. The EI/IF has improved secondary programs in the state's AVSs by promoting better placement of students who participate in vocational programs, and by rewarding a more appropriate alignment of vocational program offerings and the state's labor market needs.

EMPLOYMENT SECURITY PLACEMENT PROJECT

The Employment Security Placement Project concept was established during FY 1985 through the cooperative efforts of the Department of Labor and Industrial Relations; Division of Employment Security; the Department of Elementary and Secondary Education, Division of Vocational and Adult Education; and four (4) area vocational schools. During the pilot phase, a full range of job placement services for students enrolled at area

vocational schools was developed. Due to the continued success of this project, it has again expanded to include twenty-eight (28) area vocational schools, during FY 1993. Division of Employment Security, Job Service technicians provided a full-range of placement services for youth and adults enrolled at the participating area vocational schools. The placement services included:

- Provision of occupational and career information, exposure, and career exploration activities;
- Provision of job development services;
- Provision of job matching of each individual's qualifications and interests with employer's job orders, and follow-up services to interested applicants;
- Introduction and explanation of labor market information;
- Instruction in job seeking and job retention skills; and
- Preemployment coaching, and resume preparation.

Through this project's activities, in combination with the educational services provided at the area vocational schools, students have been provided enhanced access to employment information, occupational training, and specific job placement services which have increased their ability to enter employment and function effectively in the workplace. During FY 1993, the project provided 1,244 placements and reported 1,153 employer contacts for job development.

CONSUMER AND HOMEMAKING GRADS PROGRAM

In 1990, eleven percent (11%) of the women who had their first baby were unmarried teens who had not finished high school. In order to help address this critical problem, federal funds were used during FY 1992 to provide an inservice program for over 50 teachers and administrators on the topic of keeping parenting teens in school until graduation. As a result of this inservice, the Excelsior Springs School District in FY 1993 implemented a Graduation, Reality, and Dual-Role Skills (GRADS) program. The model for this program was developed in Ohio by the Division of Vocational and Career Education and disseminated through the National Diffusion Network. GRADS is a vocational home economics instructional and intervention program with its major goal being to keep pregnant and parenting teens in school. Additional goals are to encourage good health care practices and help young parents set occupational goals.

Title III-B funds, Beginnings grant funds through the University of Missouri Extension and local funds were combined to start up the GRADS program. Fifteen students, 14 females and one male were enrolled in GRADS during the 1992-93 school year. Two of these students had individualized education programs for learning disabilities and four were enrolled in job training programs. Nine (9) of the students graduated. The central theme for the curriculum emphasizes practical reasoning as an effective method of problem solving are used to work through the four content areas of positive self, pregnancy, parenting, and economic independence. Collaboration and

linkages with agencies such as the county health department are used to help address the barriers teen parents face to being able to remain in school till graduation.

One GRADS student writes, "I am 18 years old, a senior in high school and six months pregnant . . . thanks to this class, I will be graduating next week. Without this class, I probably would have been just another statistic as a dropout. But I hung in there with the help of the GRADS class."

CONSTRUCTION APPRENTICESHIP TECH PREP CONSORTIUM

A construction apprenticeship Tech Prep consortium was approved in FY 1993 using Title III, Part E funds.

The Joe Herndon Area Vocational Technical School, Raytown, Missouri; the Northland Career Center, Platte City, Missouri; the Builders' Association of Missouri; and the Carpenters' Joint Apprenticeship Committee formed an alliance that is providing an opportunity for Missouri high school students. The students receive advanced standing in the Carpenters' Apprenticeship Program. Advancement is determined upon completion of specific skills competencies agreed upon utilizing the Missouri Vocational Instructional Management System tasks list for carpentry and the Performance Effectiveness Training System used in the Carpenters' Apprenticeship Program. The agreement provides for a maximum of 2,700 hours advanced standing of the 5,600 hours required for completion of a four-year apprenticeship program. This agreement can cause a student to enter the Carpenters' Apprenticeship Program at the sixty-five percent (65%) level on the journey-persons pay scale.

Students must sign a "letter of intent". This letter is a contractual agreement signed by the student, parents, school, and Joint Apprenticeship Committee. The student agrees to the following conditions.

1. Complete the area vocational technical school two-year program with at least a "C" average;
2. Maintain a ninety-five percent (95%) or above attendance record;
3. Attain at least minimum skills as required by the Department of Elementary and Secondary Education, the area vocational school instructor, and the Carpenters' Apprenticeship Program;
4. Participate in performance testing for skills mastered;
5. Abstain from drug use and willingly participate in drug testing at those times established by the apprenticeship coordinator.

The consortium is governed by a four-member executive committee with representation from education, labor and management. The consortium utilizes a 14-member advisory committee. Membership consists of area vocational technical school administrators, apprenticeship coordinator, business management, labor, special needs representation, project coordinator, federal agency representative, school counselors and students.

The consortium is being expanded to include six additional area vocational schools in the Kansas City area during the 1993-94 school year.

Other apprenticeship committee members are expressing an interest in developing career paths for high school students.

APPENDIX K

MISSOURI SCHOOL IMPROVEMENT PROGRAM

The State Board of Education has authorized a complete revision of the school classification and accreditation program. The existing school classification program was established in the early 1950s. Each year school districts were rated "AAA", "AA", or "Unclassified". The new program, called the "Missouri School Improvement Program" (MSIP) is different in philosophy, approach, and outcome from the former system. Formal implementation of the Missouri School Improvement Program began the fall of 1990. The existing School Classification Program and the Missouri School Improvement Program will operate simultaneously during the first five-year period which means districts will continue to carry their "U", "AA", "AAA" ratings along with their new MSIP levels of designation. This new program provides:

1. Emphasis on encouraging systematic school improvement;

2. Evaluation based on a balanced assessment of resources, educational processes, and productivity;

3. A reporting system which recognizes strengths, concerns, and suggested resources to assist in improvement strategies;

4. Systematic, planned development and implementation of a formal, district-wide improvement plan; and

5. A single, comprehensive review which assess all of the district's program, services, and activities.

The school improvement standards utilized in this program are organized into three major sections: Resource Standards, Process Standards, and Performance Standards. In general, the Resource Standards are concerned with the basic requirements that all districts must meet. Judgements about such areas as class size, courses offered, and staffing patterns will be made from three perspectives: (1) a set of "minimums" established by the State Board of Education, (2) the "norms" for districts of similar size, and (3) what is deemed "desirable" as determined from research and professional judgement. Process Standards are more qualitative in nature and include standards on Curriculum, Instruction, Instructional Climate, Learning Resource Centers, Guidance and Counseling, Professional Development, Supplemental Programs, Governance and Administration, Facilities and Safety, and Support Services. The Performance Standards include three sets of indicators which will be applied to all schools: (1) student achievement, (2) persistence to graduation, and (3) student follow-up data. School districts also select other performance criteria that will apply to their population.

Under the Missouri School Improvement Program, each district receives a comprehensive review once every five years conducted by a team composed of

Department staff, educators from other local districts, and local board members and lay persons, if appropriate. Department staff from each division, including the Division of Vocational and Adult Education, participate in this comprehensive review. Following the review, the district receives a comprehensive report, including specific program reports, assessing strengths and weaknesses, and suggested resources to assist in improvement. Districts develop comprehensive School Improvement Plans, complete with timelines and resource allocations, to address the concerns contained in the report. Implementation of the plans are monitored by the State Supervisors of Instruction and technical assistance for improvement activities is provided by divisional staff members.

APPENDIX L

ENROLLMENT TABLE (SECONDARY)

SECONDARY ENROLLMENT

SECONDARY	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED								
OCC PROGRAM AREA	TOT ENR	TOTAL MALE	TOTAL FEMALE	REG VO-TE-ED	DISADV INCLUDES LEP	LEP	DISABLED	CORR	SP/DH /SPW	GENDER EQ (NON-TRAD)	ADULT	COMPLETER 1992
AGRICULTURE	15,821	12,030	3 791	12,342	2,437	-	1,042	-	-	-	28	4,050
MARKETING	9,255	4,381	4,874	7,505	1,469	-	281	-	-	-	41	7,168
TECHNICAL	0	0	0	0	0	-	0	-	-	-	0	13
CONS/H'MKTING ED	64,567	19,112	45,455	40,419	18,660	-	5,488	-	-	-	0	0
OCC HOME EC	728	105	623	415	203	-	110	-	-	-	13	650
TRADE & INDUSTRY	13,437	11,415	2,022	6,688	4,519	-	2,230	-	-	-	916	5,940
HEALTH	1,739	210	1,529	899	604	-	236	-	-	-	39	1,127
BUSINESS	9,833	2,346	7,487	7,549	2,012	-	272	-	-	-	474	5,415
TECHNOLOGY ED/ INDUSTRIAL ARTS	*97,816	*	*	*	*	*	*	NA	NA	NA	NA	NA
GRAND TOTAL	115,380 **213,916	49,599	65,781	75,817	29,904	*** 17	9,659	0	****232	****6,338	1,511	24,363

T-1

* No breakouts of gender, race, disadvantaged, or disabled are collected for Industrial Technology
** 213,196 Includes Industrial Technology
*** LEP not collected by occupational program/area
**** Not collected by occupational program/area

Vocational Prep:	1,092	775	317	0	638	0	454

APPENDIX L

SECONDARY ENROLLMENT TABLE (CONTINUED)

SECONDARY ENROLLMENT

SECONDARY OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED									
	TOTAL ENR	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH-PREP	CO-OP	APPR	WK-STUDY	CONT ED	EMPLOYED R'LTD	EMPLOYED OTHER	MIL	OTHER	
AGRICULTURE				-	0	0	-	1,583	1,166	768	228	305	294
MARKETING				-	614	0	-	2,614	2,711	631	328	884	198
TECHNICAL				-	0	0	-	3	0	5	3	2	Included in T & I
CONS/HMKTING ED				-	0	0	-	0	0	0	0	0	705
OCC HOME EC				-	132	0	-	128	216	130	10	166	23
TRADE & INDUSTRY				-	1,275	0	-	1,408	1,534	1,933	397	668	497
HEALTH				-	44	0	-	403	345	176	23	180	68
BUSINESS				-	121	0	-	2,642	1,083	895	125	670	366
TECHNOLOGY ED/ INDUSTRIAL ARTS				-	NA	NA	NA	NA	NA	NA	NA	NA	870
GRAND TOTAL				NA	2,186	0	NA	8,781	7,055	4,538	1,114	2,875	3,021

APPENDIX L

ENROLLMENT TABLE (POSTSECONDARY)

POSTSECONDARY ENROLLMENT

POSTSECONDARY	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED								
OCC PROGRAM AREA	TOT ENR	TOTAL MALE	TOTAL FEMALE	REG VO-TE-ED	DISADV INCLUDES LEP	LEP	DISABLED	CORR	SP/DH /SPW	GENDER EQ (NON-TRAD)	ADULT	COMPLETER 1992
AGRICULTURE	3,385	2,339	1,046	3,046	310	-	29	-	-	-	2,704	138
MARKETING	7,262	3,282	3,980	4,136	2,999	-	127	-	-	-	387	327
TECHNICAL	24,872	19,532	5,340	23,489	1,268	-	115	-	-	-	20,017	473
CONS/HE MKTING ED	8,307	1,656	6,651	7,589	353	-	365	-	-	-	8,307	0
OCC HOME EC	16,060	884	15,176	14,273	1,644	-	143	-	-	-	12,576	236
TRADE & INDUSTRY	35,159	28,419	6,740	30,732	3,998	-	429	-	-	-	23,509	1,643
HEALTH	17,231	3,533	13,698	12,959	4,108	-	164	-	-	-	7,441	2,499
BUSINESS	57,679	21,749	35,930	49,329	7,855	-	495	-	-	-	28,198	1,298
TECHNOLOGY ED/ INDUSTRIAL ARTS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
GRAND TOTAL	169,955	81,394	88,561	145,553	22,535	*318	1,867	0	**8,303	**1,549	103,139	6,614

* LEP not collected by occupational program/area.
** Single parent and gender equity not collected by occupational program/area.

L.3

APPENDIX L

POSTSECONDARY ENROLLMENT TABLE (CONTINUED)

POSTSECONDARY ENROLLMENT

POSTSECONDARY OCC PROGRAM AREA	UNDUPLICATED ONLY TOTAL ENR	UNDUPLICATED ONLY TOTAL MALE	UNDUPLICATED ONLY TOTAL FEMALE	UNDUPLICATED AND DUPLICATED LINKAGE TECH-PREP	LINKAGE CO-OP	LINKAGE APPR	LINKAGE WK-STUDY	PLACEMENT CONT ED	PLACEMENT EMPLOYED RLTD	PLACEMENT EMPLOYED OTHER	PLACEMENT MIL	PLACEMENT OTHER	CURRENT TEACHERS
AGRICULTURE				-	0		-	22	97	13	0	6	51
MARKETING				-	0		-	35	210	35	1	46	306
TECHNICAL				-	0		-	52	246	72	2	101	Included in T & I
CONS/HMKTING ED				-	0		-	0	0	0	0	0	43
OCC HOME EC				-	0		-	32	143	14	0	47	134
TRADE & INDUSTRY				-	0		-	139	1,053	218	6	227	872
HEALTH				-	0		-	130	2,043	54	13	259	748
BUSINESS				-	0		-	171	670	181	2	274	1,052
TECHNOLOGY ED/ INDUSTRIAL ARTS				-	0		-	NA	NA	NA	NA	NA	NA
GRAND TOTAL				-	0		-	581	4,462	587	24	960	3,206

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